Professional Academic Advising: Impact on Retention and Completion

Prepared by:
Dustin Fife, MLS
Mary Naylor, MLS
David Alden-Rivers

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Query:

Find evidence connecting academic advising to outcomes such as retention and completion. Look for correlating evidence and what types of programs are most efficacious. Focus on academic advising, not faculty advising or career advising.

Executive Summary:

Academic Advising is different at each university and can take many different forms within the same school. We are primarily focused on professional academic advisors in this literature review. The information does often overlap with career development advising and faculty advising. The principles of all of these fields are applicable to academic advising here at Utah Valley University.

We were given an enormous amount of information to begin this literature review. We have studied each of these articles, and for the sake of brevity, currency, and redundancy, excluded many of them here. We have also included many new articles, that when considered with the original articles, illuminate key principles and trends in the field of academic advising. We will not discuss each article in this executive summary. Please refer to the conclusions column of the matrix for numerous good ideas and opportunities.

Defining academic advising was our first task. Baker and Griffin (2010) describe three roles that advisors can fulfill and articulate them plainly from least to most time intensive. They begin with the term advisors: “an academic advisor is someone who is responsible for helping students navigate academic rules and regulations. Advisors are expected to share their knowledge of major and degree requirements, help students schedule their courses, and generally facilitate progress to degree in a timely manner” (p. 3).

They go on to further explain that “high-quality advisors ensure that students have the information they need to make good choices. Clear guidance that highlights the implications of a student’s choices can fundamentally alter her or his progress. A reliable source of accurate information on how to fulfill degree and general education requirements and an individual to engage with in academic planning is a valuable asset, especially as students strive to save valuable tuition dollars and complete college as efficiently as possible” (p. 4).

The next level of engagement for an academic advisor according to Baker and Griffin is mentor, and a mentor can be life changing for a student. “Mentorship involves an emotional commitment that extends beyond sharing degree requirements and academic information; mentoring relationships are rooted in a mentor’s long-term caring about a student’s personal and professional development” (p. 4).

A third level of intensity and connection is described as a developer, “in addition to career and psychosocial support, a developer engages in knowledge development, information sharing, and support as students set and achieve goals” (p. 5).

Barbuto, Story, Fritz and Schinstock (2011), studied the role of advisors and have encouraged abandoning passive advisor-advisee
relationships and adopting transformational practices that include building a personal relationship and focusing on individual plans. “This study revealed several strong relationships between academic advisors’ behaviors and positive student outcomes. Based on these results advisors may conscientiously increase their use of positive transformational advising behaviors and resist or avoid specifically passive and active management by exception behaviors that have been shown to relate in lower ratings of extra effort, satisfaction, and advisor effectiveness” (p. 668).

Marc Lowenstein (2015) perfectly describes the impact that an academic advisor can have by working with a student semester after semester, instead of just one time.

A student’s academic adviser is just the person who can remain with the student over a period of more than a semester and work with the student on the intentional development of an integrated overview of the student’s entire education. Why the adviser is better situated for this task than course instructors may be obvious but is worth discussing. One reason is that the adviser has regularly scheduled “teachable moments” with the student at course selection/registration time. Meetings arranged for this purpose are also excellent opportunities to look at relationships among current classes, previous classes, and potential future classes.” (p 122-123)

Advising is impactful, but it has to be integrated into student life. Williamson and Goosen (2014) show the impact of advising when students are regularly engaged by these invaluable services. “Students who attended two faculty advising sessions persisted...at a rate of 85% which was a statistically significant 32 percentage points higher than students who did not attend the advising sessions. Additionally, the analysis indicated that 79% of students who attended two faculty advising sessions had a grade point average (GPA of 2.0 or higher, whereas only 24% of students who attended zero faculty advising session earned a GPA of 2.0 or higher” (p. 22).

Khalil and Williamson (2014) aptly summarize the trends and findings of the literature. Though we are focused primarily on academic advising, whether it is academic advising, faculty advising, or career advising, the literature agrees that it takes time and a personal touch to be impactful.

Well advised students are likely to continue enrolling in classes, staying on track by following their plan of study, and progressing towards graduation all while enjoying their time as a college student because they are well informed and aware of what it will take to be successful. Advising is labor intensive and it is important that advisors seek to have a balance in their jobs so as not to create burn-out. The role of the advisor is crucial for all students. Computer assisted advisement programs exist that can help alleviate the workload of an academic advisor. The academic advisor indicates that students are often shy about sharing their concerns with the faculty members because they may feel intimidated or are concerned that their grade may be affected if they express themselves openly. Students feel comfortable with sharing their needs with a welcoming academic advisor. Some characteristics of a good academic advisor are highlighted throughout this paper. A good advisor should listen to the student and give them all the available
options. Students will appreciate the value of useful advice and are therefore likely to return for more advice, which in turn will help increase student enrollment, engagement and graduation rates. To successfully serve all the students, the number of academic advisors must be increased. At the same time, some of the workload of the academic advisors can and should be shared by the faculty advisors” (p. 78-79)

As simple as it is to write here, the literature seems to agree time and again that the answer is having enough advisors, with enough time, to create personal relationships and unique plans for success with individual students. The literature shows that retention, persistence, and completion are impacted by advisors when they focus on a personal connection, and not any program in particular.

**Keywords:**
Academic Advising, professional, undergraduate, retention, academic achievement

**Peer-Reviewed Articles:**

<table>
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<tr>
<th>Citation</th>
<th>Abstract</th>
<th>Link</th>
<th>Limitations</th>
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| 1. Baker, V. L., & Griffin, K. A. (2010). Beyond mentoring and advising: Toward understanding the role of faculty "developers" in student success. *About Campus, 14*(6), 2-8. | The goals of this essay are to shed light on the importance of faculty-student (or staff-student) relationships to student success and to describe the various faculty or staff roles that are available to help students succeed. Students rely on the support of faculty advisors and mentors to help them navigate their programs. | [http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ877500&site=eds-live](http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ877500&site=eds-live) | --Author’s are most interested in faculty roles once strong advising has taken place --Review of theory rather than a study with data | --Essay describes different levels of relationships that can be built to help students find success -- “an academic advisor is someone who is responsible for helping students navigate academic rules and regulations. Advisors are expected to share their knowledge of major and degree requirements,}
undergraduate experiences. Now a new role, developer, has emerged, and the authors argue that all three relationships are necessary and vital to student development and learning at the undergraduate level and beyond. While each role is of critical importance, the authors reinforce their call to students, faculty, and staff to attend to the different forms of relationships in which they can engage, choosing the type of relationship that best meets their needs, interests, and abilities. This small but crucial step can result in greater benefits and fewer frustrations as faculty, staff, and students work together.

help students schedule their courses, and generally facilitate progress to degree in a timely manner” (p. 3) -- “High-quality advisors ensure that students have the information they need to make good choices. Clear guidance that highlights the implications of a student’s choices can fundamentally alter her or his progress. A reliable source of accurate information on how to fulfill degree and general education requirements and an individual to engage with in academic planning is a valuable asset, especially as students strive to save valuable tuition dollars and complete college as efficiently as possible” (p. 4).

--The role of Mentor is described as “Advising, in its traditional sense, is built on a series of tasks
and the sharing of information. Mentorship requires a student and a faculty or staff member to choose one another to engage in an ongoing series of interactions” (p. 4).

“Mentorship involves an emotional commitment that extends beyond sharing degree requirements and academic information; mentoring relationships are rooted in a mentor’s long-term caring about a student’s personal and professional development” (p. 4).

A third level of intensity and connection is described as a “developer” -- “in addition to career and psychosocial support, a developer engages in knowledge development, information sharing, and support as students set and achieve goals” (p. 5).
“the biggest distinctions among advisors, mentors, and developers are (1) time and (2) the associated outcome. Time refers to the time invested and required by the individuals in the relationship as well as the short-term or long-term nature of the relationship. An advisor has primary responsibility for informing a student of program milestones, important deadlines, and any other formal program requirements. A good advisor is actively engaged in the advising process in the moment and ensures that the student is aware of and meets formal program requirements. A mentor provides career support (for example, serves as an advocate within the program and offers contacts) and
psychosocial support (for example, provides honest feedback and serves as a sounding board). A good mentor provides support beyond formal requirements, but that support is still focused mostly in the moment, with some consideration of the future. A developer goes beyond formal requirements or offering contacts. A developer opens doors, helps a student think through what he or she wants to do, and identifies and creates opportunities for the student to build the necessary skills to succeed. Developer relationships are distinguished by their function as enduring commitments that do not end once a project or degree program is complete” (p. 6).

-- The authors know that traditional professional academic advisors may
have the time and the skill set to be advisors for students, and that faculty and staff can then fill the roles of mentors and developers to bring a strong connection for students as they complete their programs.

--Advisors, mentors, and developers can work together for the success of students without stepping on each other’s toes.

| Drawing from the leadership literature, a new model for advising is proposed. Full range advising encompasses laissez-faire, management by exception, contingent rewards, and transformational behaviors. The relationships between full range advising and advisees' extra effort, satisfaction with the advisor, and advising |
| Two of the subscales had weak reliability estimates: passive management by exception and laissez-faire, scholars should be cautious in interpreting results from these two subscales. The study focuses on Student ratings of Advisors rather than retention and completion statistics. |
| This study draws from the leadership field to propose a new model of advising: they intend to provide a new paradigm of advising where advisors' behaviors are placed in a continuum varying from least effective to most effective. The full range leadership model has been widely studied; it is comprised of three groups of |
effectiveness were examined. Four hundred and seven advisee/raters were sampled. Results indicated that contingent rewards and transformational advising behaviors were highly effective as rated by students.

behaviors: (a) laissez-faire, (b) transactional, and (c) transformational. Laissez-faire advising would feature an inaccessible advisor who makes students sense that they are on their own. We expect students of a laissez-faire advisor to experience increased frustration resulting from the advisor's apathetic response and unavailability, which result in decreased levels of perceived advisor effectiveness, student satisfaction, and student extra effort.

Transactional behaviours include:
The profile of passive management by exception advisor: Involves reaction only after students make mistakes. This form of advising may result in students' frustration...
with the lack of guidance and shared information. The profile of passive management by exception advisor: Involves reaction only after students make mistakes. This form of advising may result in students' frustration with the lack of guidance and shared information.

The profile of a contingent rewards advisor: Involves recognition of students who achieve desired outcomes. This form of advising may result in students' achievement of the expected outcome, but not greater performance than was expected.

Transformational behaviors include: The profile of an individualized consideration advisor: Includes development of a customized program around each student’s
needs and professional aspirations. Furthermore, demonstrated value of the individual student's needs, empathy, and encouragement of continuous improvement. This approach to advising may result in students' willingness to develop. The profile of an intellectual stimulation advisor: Includes creation of an environment where students can question assumptions and consider new and innovative ways to solve problems. This form of advising would result in students' willingness to think for themselves. The profile of an inspirational motivation advisor: Includes communication of a desirable future state or vision to the student. The advisor selects this vision as a backdrop for
rationale in important matters. This form of advising may result in students' willingness to excel.

The profile of an idealized influence advisor: Includes demonstration of a passion for student development and a true commitment to cause positive influences in the lives of the students. This form of advising results in students' trust and emulation of positive behaviors.

Advisors who do not give directions to students and wait for students to make mistakes before intervening are viewed as less effective across the three outcomes studied. Thus, advisors should avoid displaying passive management by exception behaviors to increase their advising effectiveness.
Advisors who search for mistakes, enforce university rules, and monitor for deviations are viewed as able to exert extra effort in students; however, these students feel that the experience is less effective and less satisfying. If advisors value student satisfaction, they should minimize their active management by exception behaviors.

Students view advisors positively when expectations are clarified and rewards are based on meeting these expectations.

Advisors who give personal attention to students, value each student's individual needs, and encourage the students' continuous improvement were
Academic advising is the only structured service on our campuses that guarantees students some kind of interaction with concerned


Advisors should use individualized consideration if they desire increased extra effort,

Advisors who encourage imagination and challenge assumptions are also viewed by students as more effective.

Advisors should increase the use of inspirational motivation if they seek optimal levels of extra effort, student satisfaction, and students' perception of advisor effectiveness. |
interventions. One popular measure that has been recognized as critical to student success is academic advising. Many institutions have expanded advising by creating centralized units staffed with professional advisors who serve specific student groups. In this study, I used propensity score matching to estimate the impact of using centralized academic advising at a large metropolitan public research university on undergraduate students' first-year GPA and second-year enrollment behavior. Using a cohort of 2,745 first-time full-time freshmen who matriculated in fall 2010, I matched students who used centralized advising with those who used no advising, over the course of two semesters. I then fit an OLS regression model to examine the not be accounted for in the propensity score model. If these characteristics were in turn related to the outcomes of interest, bias could be introduced in the estimated treatment effects.

In this study, the treatment was a binary variable, defined as using centralized academic advising versus no advising during specific terms. The frequency of use of centralized academic advising was not considered in the present study; nor was the quality of the service received.

Advisers play a key role in helping students become integrated within the academic and social systems on campus, which in turn contributes to student growth, satisfaction, and persistence. King (1993)

Pardee (2000, 2004) classified three basic organizational models that he described as centralized, decentralized, and shared.

In the centralized structure, all advisors are located in one academic or administrative unit; whereas in the decentralized structure, they are located in their respective departments.

The shared structure combines both representatives of the institutions. [...].
impact of centralized advising on first-year GPA and a Zero Inflated Negative Binomial model to examine its impact on students' enrollment behavior in the second year. I used these parametric results to simulate average treatment effects. Results indicated that students who used centralized academic advising instead of no advising experienced an increase in their first-term GPA, second-term GPA, and first-year cumulative GPA. Also, students who used centralized advising during the second term experienced a decrease in their probability of first-year attrition.

Pascarella and Terenzini (2005) found that academic advising, particularly when students perceived the advising to be good, was positively related to student retention.

Bai and Pan (2009) used three-level hierarchical modeling to assess the impact of using advising programs, ... they found that compared to students in general orientation programs, students in advising programs were more likely to return to campus in the second year, though the impact of advising was not
Pietras’s (2010) dissertation used a convenience sample of 303 students at a community college to examine students’ satisfaction with academic advising, this study found no statistically significant relationship between satisfaction with advising and GPA or satisfaction with advising and retention.

Students who used centralized advising had higher GPA (both term and first-year cumulative GPA) compared to their counterparts who did not use advising.

Standardized coefficients showed that
Centralized academic advising was the second most important predictor of first-term GPA (after high school GPA). This finding emphasizes the critical importance of advising at an early stage of the student's academic experience. Page 27

In terms of the impact of second-term advising on second-year enrollment behavior, the aspect that the study confirmed was that students who used centralized advising during the second term were more likely to return in the second year. Pages 27 & 28

With respect to the impact of advising on retention, results from this study corroborate those from studies such as Seidman (1991), Robbins et al. (2009), and Bai and Pan (2009) who found that
academic advising was positively related with student persistence from first to second year. Page 28

Academic advising could be thought of as affecting students’ academic performance (GPA) directly or through different means, such as enhancing the student’s time management skills, decision making, use of success strategies, use of institutional resources, etc. Page 28

Cuzeo (2003) summed up the academic advisor’s role: humanizing agent, counseling/mentoring agent, and educational/instructional agent. Page 28

Academic and social integration can, in fact, be thought of as two of the channels through which academic advising
in general and centralized advising in particular enhances academic performance and retention. Page 29

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<td>This paper addresses mandates to fix the advising process with a focus on faculty advising systems. Measures of student success and satisfaction, administrative issues, and faculty concerns are among the many factors discussed. Regression analysis is used to explore long-voiced faculty complaints that students do not follow advice. A case study is used to illustrate changes in one department’s advising process and measures of student satisfaction are reported. A model of advising components is offered to illustrate practices suggested to realize the full potential of the</td>
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<td>--Model described here relies heavily on a system that has faculty members acting as front line advisors and having a second rung of advisors for complicated situations or cases. However the tasks and duties described match more closely with other article’s criteria for professional academic advisors</td>
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| --After faculty feedback that there was little accountability for students following through with the classes they had recommended to them by advisors a study was done to examine which classes were recommended, which classes were taken, and the GPA for the semester for the students. --21% of students sampled followed the plan described to them by advisors (p. 4) --27% of students sampled deviated from the plan described to them by advisors by 9 or more credit hours (3 classes) --Through a stepwise regression analysis it
- advising process.

- Minimum levels of advising and requirements are discussed.
  - All faculty should know what is required to graduate in their college and be able to help students navigate courses.
  - There needs to be an expert faculty can rely on to help if a situation is more complicated than a simple declared major at the freshman year.

- Students need to know who they can connect with to build a course plan.

- Best advising strategies include building long-lasting relationships with students that guide them throughout their college careers and have some level of

was discovered that GPA for those who followed their advisor’s plan did better than those who did not.
Students who are seriously academically deficient, those who are underprepared in all subjects, face many academic challenges as they begin their coursework in higher education. However, students also face non academic and personal issues that create additional barriers to success. The results of this study suggest that increases in student success and retention may be achieved if developmental educators also address non academic and personal factors related to student success: (a) clear student guidelines, (b) integrating first-year transition coursework, (c) intrusive academic advising to treat the non academic and personal factors, and accountability or reward that follow the advisor’s advice.

Many factors relating to student success were examined in this study. As such, it is difficult to measure the success of Academic Advising in this case. "Prescriptive academic advising" is "almost a clerical function," according to McCabe (2003, p. 3). The advisor’s role is giving advice based on authority; the advisor makes decisions for the student based on an institutional policy or a list of requirements (Earl, 1988; Vander Schee, 2007, p. 50).

"Developmental academic advising; on the other hand, is a "process-oriented relationship" between the student and advisor in which the main focus is the student's ultimate goals (Vander Schee, 2007, p. 50). "Intrusive academic advising" (Glennen &
(d) traditional developmental education coursework and tutoring to address academic factors. The increase in the mean grade point average of Pathways to Success Program students as compared to non program students, from 1.503 to 2.151, was statistically significant (p = 0.000). Increases in the number of students in good academic standing, increases in success in developmental education courses, and increases in the 1-year retention rate were also noted for participating students.

| 6. Harrison, E. (2009). What constitutes good academic advising? Nursing students' perceptions of academic advising. Journal of Nursing Education, 48(7), 361-366. doi:10.3928/01484834-20090615-02 | Effective academic advising is a dynamic process that facilitates student development, making it a significant investment in students and the academic institutions they attend. It is important to ask what constitutes good academic advising, | [http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2010337197&site=eds-live](http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2010337197&site=eds-live) --Specific to Prenursing and Nursing students --Focus on what the students thought would be positive qualities, but does not include how the students would measure or gauge their desired attributes | Characteristics of effective academic advisors identified by prenursing and nursing students
1. Knowledgeable (25%)
2. Fostering and nurturing (20%)
3. Approachable (12%)

Baxley, 1985) is a model of advising whereby the advisor "is actively concerned about the affairs of the student" (p. 12) and does not depend on the student seeing the advisor voluntarily (Earl, 1988).
beginning with an understanding of the nature of the advisor-advisee relationship. This study examined nursing students' perceptions of the characteristics and functions of effective academic advisors. Thirty nursing students and 33 prenursing students were surveyed. When compared with extant education and pedagogical research, being authentic and possessing moral virtues such as caring and trustworthiness were unique characteristics identified by prenursing students. Attempts to rank the importance of advisor functions were not successful, although the most important and least important functions were identified. Implications for practice and suggestions for further study are presented.

| 4.  | Moral Virtue (11% and unique to prenursing students) |
| 5.  | Communication (11%) |
| 6.  | Availability (10%) |
| 7.  | Organized (5%) |
| 8.  | Authenticity (2%) |
|---|
| The role of an academic advisor is emphasized in this study. There is only one academic advisor in the School of Engineering at the Southern Polytechnic State University (SPSU). The academic advisor addresses the advising needs of more than 1,200 engineering students. The importance of professional advising and the need for higher advisor-student ratio is highlighted. Both advisor and student perspectives are addressed in this paper. Student data is collected through a survey to analyze their understanding of the difference between academic and faculty advisors. The survey also reveals the importance of an academic advisor for the retention, progression and graduation success of the engineering students. |
| --Focuses on Engineering students --Author has clear emotional responses to advisor workload and burn out |
| --Southern Polytechnic State University was interested in the roles of faculty and academic advising in regard to student perceptions and student retention --Discusses the role of computer assisted advisement and an outreach tool for students and a way for students to interact with advisement. --Academic advisors were asked to share their perspectives including |
| ● What are the frequently asked questions from students? With the response of course planning, major/career decisions, and information about programs available at the school |
| ● What are the common complaints |
students have? Answers included time frame for transfer credits being processed, conflicts with professors, or inaccessible faculty members.

- Advisors felt that students did not realize that they could not always be available all of the time, and that when they begin to struggle they should seek/respond to help.

--Students were surveyed about their opinions and experiences of academic advising.

--About 50% of students met with their advisor at least once a semester.

--About 50% of the students say no different between a faculty advisor and an academic.
advisor
--Students felt that academic advisors should be expected to help with course study plan, help plan what courses to take next, assist with registration, and override or grant special permissions
-- “Well advised students are likely to continue enrolling in classes, staying on track by following their plan of study, and progressing towards graduation all while enjoying their time as a college student because they are well informed and aware of what it will take to be successful. Advising is labor intensive and it is important that advisors seek to have a balance in their jobs so as not to create burn-out. The role of the advisor is crucial for all students. Computer assisted advisement programs exist that can help
alleviate the workload of an academic advisor. The academic advisor indicates that students are often shy about sharing their concerns with the faculty members because they may feel intimidated or are concerned that their grade may be affected if they express themselves openly. Students feel comfortable with sharing their needs with a welcoming academic advisor. Some characteristics of a good academic advisor are highlighted throughout this paper. A good advisor should listen to the student and give them all the available options. Students will appreciate the value of useful advice and are therefore likely to return for more advice, which in turn will help increase student enrollment, engagement and graduation rates. To
As universities are under increasing pressure to raise student retention and six-year graduation rates, improving quality of academic advising services has become increasingly important to universities as quality academic advising services can increase student retention rates and six-year graduation rates. While the gaps model of service quality suggests that it is critical to understand the students' needs for and expectations of academic advising services in order for higher education institutions to provide successfully serve all the students, the number of academic advisors must be increased. At the same time, some of the workload of the academic advisors can and should be shared by the faculty advisors” (p. 78-79)

| 8. Kim, J., & Feldman, L. (2011). Managing academic advising services quality: Understanding and meeting needs and expectations of different student segments. *Marketing Management Journal, 21*(1), 222-238. Retrieved from Business Source Premier | http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=63616429&site=eds-live | Since this study was conducted at a single regional commuter university, it is unclear whether the identified need for and expectations of academic advising services are comparable to those of the students at traditional universities. Study is based more on student satisfaction rates rather than retention and completion data. | The SERVQUAL scale, measures service quality by measuring the gap between customer expectations and the perceived quality of delivered services, has also been widely used by higher education institutions to measure quality of education and advising services. Page 2 |
quality academic advising services, the changing demographics of contemporary college students also bring changing needs for and expectations of academic advising services of students. This article examines the needs for and expectations of academic advising services by diverse groups of contemporary college students in a comprehensive, urban, commuter university setting. The two focus group interviews and a survey study reported in this article found several significant differences in both needs and expectations between traditional college students and non-traditional students, particularly for first-generation students. Implications of the findings for design and delivery of academic advising services are include remediation and developmental support (Giancola, Munz and Trares 2008; Hollis 2009). Page 2

The participants identified class scheduling, early registration, course credit transfers, and consultation for scholarship or internship opportunities as the main reasons why they seek academic advising services. Page 4

The results show that first-generation students and transfer students have stronger needs for and higher expectations of several aspects of academic advising services compared to typical college students. Page 12

Another critical implication of the findings is the importance of focus on
discussed from a service quality management perspective.

The core areas of academic advising services - helping students register for the right courses and finish their study successfully in a timely fashion. *Page 14*

The findings highlight the needs for training programs and performance evaluation systems that nurture and reinforce customer oriented service culture among the academic advisors. *Page 14*

The data presented in this paper also makes a strong case for having professional advisors assisting students rather than having faculty advisors. The diverse needs and high expectations different types of students have for academic advising services indicate the complexity of advising tasks and the need for
high level of dedication to advising tasks by advisors. While advising and interacting with students is a minor and often neglected part of a faculty member’s role at many universities, professional advisors are specifically trained and evaluated on the attributes identified in this article. In this sense, professional advisors will be more consistent in their application of university rules, knowledgeable of the curriculum and degree requirements, and dedicated to students. Consequently, professional advisors will be able to help students navigate their way to graduation more effectively, although faculty advisors can be very useful in mentoring students and in providing specific career guidance. Page 15
The importance of clear and accurate communication between advising staff, faculty members, administrators, and students also emerges as an important implication from this study. Page 15

Effective academic advising can serve as a differentiator in prospective students' decision making stage and it can significantly aid universities to improve student retention rate and graduation rate by ensuring that students take the right courses at the right time. Page 16


Students' level of engagement with general education and their grasp of its goals are a problem at many institutions. Academic advising, which is often viewed as having the "signpost" function of http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=103219180&site=eds-liv e

--Theoretical ideas rather than a review of a study

--Students frequently view General education courses as obstacles in the way of obtaining their desired degree (p. 118)

--"In the integrated learning model advisers
directing students to the completion of their course requirements, has the potential instead to be a place where students learn to approach general education with intentionality and especially to see how they can fit its pieces together to form an integrated whole greater than the sum of its parts. Since this will be very difficult (albeit rewarding) work for students, inducing them to engage with it is as challenging as inducing them to engage with any other aspect of general education. A partial solution could lie in treating advising as coursework in its own right, an integral part of general education rather than external to it. This proposal creates challenges for advisers and costs for institutions--which are do most of what they do in the class selection model, but they do much more. They facilitate students’ deriving value from their general education courses above and beyond what is taught in the classes. Advising on this view is a locus of learning in its own right, not merely a signpost to learning as the class selection model would have it.” (p. 121) -- “A student’s academic adviser is just the person who can remain with the student over a period of more than a semester and work with the student on the intentional development of an integrated overview of the student’s entire education. Why the adviser is better situated for this task than course instructors may be obvious but is worth discussing. One reason is
worth meeting if the institutions highly value integrative learning.

that the adviser has regularly scheduled “teachable moments” with the student at course selection/registration time. Meetings arranged for this purpose are also excellent opportunities to look at relationships among current classes, previous classes, and potential future classes.”

(p 122-123)

--Academic advisors can help students find and build connections between their coursework in a big picture way throughout the course of their career, rather than a short snippet or discipline specific look that comes from changing faculty or informal mentorships

| 10. Nolan, K. (2013). Online advising pilot at the Community College of Vermont. *Journal Of Asynchronous Learning* | As more colleges add online courses and fully online programs, the need to offer online supports to students | [http://eric.ed.gov/?id=EJ1011369](http://eric.ed.gov/?id=EJ1011369) | --Small pilot study --Experimenting with online based students and a way to connect them to online advising. | --Students enrolled in exclusively online classes at the Community College of Vermont were enrolled in an online |
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| The connection to an adviser is critical for all students, but for online students it can serve as their primary connection to the institution. In Fall 2011 a pilot study was conducted at the Community College of Vermont (CCV) to examine online advising through a Moodle course site. Although this pilot study represented a small online advising cohort, 56 of the total 155 online students, it illustrates implications for practice and research. The advising cohort showed a slightly higher retention rate than the overall online population. Based on survey results students reported a strong desire for an adviser who stays with them throughout their educational career at the college. In Fall 2012, CCV institutionalized online advising and began a “Moodle” class that connected them to an advisor. This class included information about advising and opportunities for students to connect to an advisor. --54 students accessed the class and worked within the Moodle course --Retention was measured at 54% for student that participated in the Moodle course and remained an active student at the College for the next semester --Student satisfaction was also measured 77% of students said that they could find the course easily and all but one respondent felt that an academic advisor was necessary for online students --60% of students wanted library resources included in the unit; 46% of students would like more time management
systematic approach to assisting online students. Five advisers added online students to their work assignments and all CCV advisers were informed of what services CCV would be offering online. When students applied to CCV and selected online (ONL) as a home location, they were contacted via email with an explanation of the online services available to them so that students could make a more informed decision about their home location. In Fall 2012, 286 students selected ONL as their home location and were contacted by staff; 256 students chose to remain online.

As a broader implementation began, the author realized that many students did not realize that even if they had “online” selected as their home location they could still use on campus resources. The author also expressed concern that many students did not seem to have a clear understanding of the services available to them or how to access them well.


The retention of engineering students is important because more than half of the students who begin engineering programs in the United States drop out within the first two years. The study was conducted on a very small sample and study tips in the unit; 18% wanted more online discussion within the course.
| States will not earn an engineering degree. A literature review showed the importance of academic advising in retaining students in engineering programs. Therefore, the goal of this study is to identify the level of satisfaction students have with the information provided by advisors on a variety of matters. A questionnaire was developed to assess a set of factors related to the satisfaction of students towards the services provided by advisors. The questionnaire was administered among pre-engineering students enrolled in an engineering class at a Southeastern university. It was supplemented by a focus group interview. The study demonstrated that the students were most satisfied with core issues such as course-specific group, only 15 students. No data collected relating to student retention. The students who participated in this study may have experienced exhaustion, as the survey was administered and the focus group interviews were conducted on the same day during final exams week. The study wanted to identify the extent to which students enrolled in an engineering program were satisfied with the information provided by the advisors. It doesn’t attempt to analyse the importance of the advice given, rather it makes recommendations on how the courses can be improved based on the responses in the student questionnaires, none of which are related to Academic Advising. undergraduate education was high, satisfaction with advising was much lower. The negative perceptions that students held towards the advisors in Woolston’s 2002 study was found to be caused by a gap between what the students wanted to discuss with their advisors, and what was actually discussed. More recently, Jain et al. (2009) found that poor academic advising was a key factor that contributed to the high student attrition in engineering programs. Haag et al., (2007) reported the results of a national study in which 53% of all engineering students complained about inadequate academic advising. The |
information. The students were less satisfied with immediate information provided on questions such as insight into teaching styles of specific instructors, getting paired with mentors, and recommendations of alternative majors. They were reasonably satisfied with longer-term issues such as career opportunities and the provision of tutorial services. Based on these findings, the paper provides suggestions regarding how both academic advisors and faculty can collaborate and better meet the needs of undergraduate engineering students.

Specific facets of inadequate advising included: (a) the advisors provided inaccurate information about course requirements, and (b) the advisors did not share information about special programs, sources of financial help, and career opportunities. Pages 1 & 2

Many students complained about not being able to spend enough time with their advisor (McCuen, Gulsah, Gifford, & Srikantaiah, 2009) Page 2

In addition, the Knox (2003) study found that students were more satisfied when they were assigned a single advisor. Page 2

There are specific circumstances that make
academic advising critical in ensuring the success of students in engineering colleges. First, engineering students generally progress from fundamental to advanced courses in a very structured fashion, and the sequential ordering of classes is essential (Cogdell, 1995). Page 3

Engineering students have previously reported experiencing high levels of uncertainty (due to factors such as pressure to select a major that best meets their interests, feelings of isolation, and competitive classroom climates) and they often rely on their advisors for guidance and support (e.g., McCuen et al., 2009; Levin & Hussey, 2007). Page 3

Students perceived the
most satisfaction from course-related information provided by advisors. Page 5

Students perceived the least satisfaction with more immediate matters, including information provided on mentoring, quality of faculty, and internship opportunities. Page 5


This article describes the implementation of a program undergirded by the theme of faculty and staff supports that physically brings advising to the point of instruction. Research shows that establishing a strong institutional connection with students improves retention, persistence, and success. What better way to do this than take advising into the classroom and create a strong


The study is based on Faculty Advising not Professional Advising.

Students who attended two faculty advising sessions persisted from Fall 2012 to Spring 2013 at a rate of 85% which was a statistically significant 32 percentage points higher than students who did not attend the advising sessions. Page 3

In the Spring 2013 semester, faculty advising continued in many of the GUST 0305 courses. The analyses
partnership between faculty and student services to provide support, information, and career direction? Sustained through an ongoing dialogue between instruction and student development professionals, classroom activities and wrap-around support services can be uniquely focused on the individual student. The college found that advising becomes a tool delivered by a faculty-student services team that holds students accountable while providing needed assistance along the student’s educational pathway.

indicated that 76% students who attended two faculty advising sessions earned an A-C grade range success rate versus a 21.5% success rate for those who did not attend any faculty advising sessions for the same grade range. Page 3

African-American males who attended at least one faculty advising session earned an A-C success range on average of 49.6% in all courses taken that semester versus an 8.5% success range on average for those who did not attend any faculty advising sessions. Page 3

Some of Wade’s Articles:

<table>
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<tr>
<th>Citation</th>
<th>Abstract</th>
<th>Link</th>
<th>Limitations</th>
<th>Conclusions</th>
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<td>1. Champlin-Scharff, S.</td>
<td>One might say that good</td>
<td><a href="http://www.nacadajourn">http://www.nacadajourn</a></td>
<td>Based upon the theories</td>
<td>Developmental (Hagen</td>
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advising requires understanding of those being advised. Yet, the way to achieve an accurate understanding of each advisee is unclear. An introduction to the field of hermeneutics, including an outline of Martin Heidegger’s notion of human being and existential understanding, is presented to offer advisors a new opportunity to think closely about how to approach the work of understanding the advisee. Hermeneutic theory is presented, not as a new methodological approach to advising, but as a way of reconceptualizing what ought to be involved in the process of understanding the individual advisee.

of Martin Heidegger from the 1960’s and concepts outlined in 1998. Very little mention of more recent research.

& Jordon 2008) and Appreciative (Bloom, 2008) advising models, both based upon scientific methods and the third person perspective. Useful when defining strategy for advising a group of students, however, does not provide advisors with tools needed to employ understanding of the continually changing situation of the student.

Without recognition and acknowledgment of individual context, advisors might be compelled to offer prescriptive suggestions about good courses or fields of study. the purpose of a college education, or effective ways to study. These prescriptive recommendations can be irrelevant if made without consideration of how they have meaning.
for the individual student.

How can advisors facilitate conversation that allows for such a contextual revealing? First, they should keep in mind the information to uncover about each advisee (e.g., siblings, hobbies, number of children, work experience, age, experience traveling, etc.). Second, while in conversation with advisees, they should ask open-ended questions to allow the temporal and intellectual space necessary for them to let down their guards and reveal contextual information about their lives.

If advisors have a sense of the general age of students in a particular group, then they can formulate a General
Historical Context, this can help advisors determine how to begin the process of interpreting and understanding advisees within a given group.

Most advisors do not have time for regularly scheduled hour-long conversations with each of their advisees; however, they may be able to find time for short ongoing conversations with many of them.

Advisors are able to think about the ways in which their own contextualization affects how they advise and interpret their advisees. Recognition of such context along with ongoing self-reflection should help advisors avoid negative practices such as stereotyping or reductive analysis.
|   | The authors present an extensive summary of the literature to support their view of these inseparable partners in higher education. | http://www.nacadajournal.org/doi/pdf/10.12930/0271-9517-29.1.62 | Based on literature from the 1980’s. The author does not conduct fresh research. They only draw together quotes and examples of best practice from other authors and academic advisors. | “Students will always sense the difference between an advising contact that is personal and caring and one that is hurried and impersonal” (Gordon, Advice, n.d., p. 387).

In the recent student retention survey conducted by the American Association of State Colleges and Universities (AASCU) and by the ACT National Center for the Advancement of Educational Practices, a “caring attitude” makes a repeat performance. Retention study published in 1987 concludes that “The factor perceived to be the most important contributor to a retention milieu on the campuses of the responding AASCU institutions is a caring attitude of faculty and...
Forty-six percent of the respondents gave it a 5—the highest score possible. (Page 1).

“Factors which tend to promote persistence include individuals who take a personal interest in students.” (Anderson, n.d., p. 259). (Page 1).

Metz and Allan (1981) indicate that “A good advisor attempts to understand student concerns from a student point of view.” (Page 2).

Alfonso states that students need correct information in order to be fully aware of alternatives available to them in deciding courses of action (Advice, n.d., p. 392). (Page 2).

At Houston Baptist University (HBU), a quarterly communication called a “Hi Card” is mailed to all
undergraduate students. In addition to a “general attitude check” and “how are things going” information, the postcard-size Hi Card contains an invitation to “. . . please drop by my office and visit with me and allow me to assist you.” The student response to the Hi Card has been overwhelmingly positive (Ford, 1987, p. 11). Page 3

One of his effective techniques is scheduling walks down the corridor to the departmental office or to the mailroom to coincide with the breaks between classes when students are leaving or arriving. “This allows a student also to bring matters to my attention or to discuss briefly problems or questions without the need for a formal appointment” (Advice,
<table>
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<th>Author(s)</th>
<th>Title</th>
<th>Summary</th>
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<tr>
<td>Fullick, J. M., Smith-Jentsch, K. A., &amp; Kendall, D. L. (2013).</td>
<td>Advisees’ expectations for support as moderator between advisor behavior and advisee perceptions of advisor behavior. <em>NACADA Journal, 33</em>(2), 55-64. doi:10.12930/NACADA-11-383</td>
<td>We tested relationships between students’ expectations of psychosocial and career support through a peer advising program, the frequency of advisor behaviors consistent with these types of support (coded from transcripts), and advisee perceptions after receiving such support. Participants were 179 advisor–advisee dyads at a large southeastern university. Results demonstrated that advisees’ expectations of psychosocial support were positively related to their perceptions of having received such support but not to the</td>
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<td>Article investigates the relationship between Peer Advisor and Advisee. Is this relevant to Academic Advisor and Advisee relationships?</td>
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<td>Conclusions are based upon data collected concerning Advisee perceptions of the support received, not statistical data on advisee completion or retention and the level/type of advisory support received.</td>
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<td>They study was conducted over a short timescale, only 3 weeks. Is this sufficient time to research in any depth, the continued</td>
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<td>As a first step, it is important to differentiate between mentoring and advising. One’s advisor “might or might not be a mentor, depending on the quality of the relationship. A mentoring relationship develops over an extended period, during which a student’s needs and the nature of the relationship tend to change” (National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 1997, p. 1)</td>
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<td>Advisee expectations about advising quality can potentially influence</td>
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frequency of relevant advisor behaviors. Advisee expectations for career support did not predict advisor behavior. However, such expectations strengthened the relationship between the frequency of relevant advisor behaviors and advisees’ perceptions of the career support received. These results underscore the importance of aligning advisor–advisee expectations and behaviors.

relationship of advisor and advisee and its usefulness?
Advisor expectations and the role they play on the relationship were not examined.

the way they evaluate NACADA Journal Volume 33(2) 2013 55 the quality of the advising they receive. Therefore, practitioners who rely on evaluation data for program administrative purposes need to be aware of the factors that lead to bias and other inaccuracies in the reported ratings. Pages 1 & 2.

“Results demonstrated that advisees’ subjective reports of the psychosocial and career support they had received from their peer advisors had been influenced by both the behavior of advisors and the advisees’ preexisting expectations of support.” Page 7.

Results from our study demonstrate that such data can be colored by participants’ initial expectations regarding
<table>
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<tr>
<th>Page 8</th>
<th>Every effort should be made to ensure that an advisee avoids assuming that the advisors automatically understand her or his needs. <strong>Page 9.</strong></th>
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<tr>
<td><strong>4. Grites, T. J. (2013).</strong> Developmental academic advising: A 40-year context. <em>NACADA Journal</em> 33(1), 5-15. doi: 10.12930/NACADA-13-123</td>
<td>This article provides a review of the evolution of the developmental academic advising approach and a brief analysis of its relationship to the emergent contemporary approaches to academic advising.</td>
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ideas forward.
References some new theory but does not go into any depth.

coordination of a variety of experiences that results in the design of the most rewarding college experience.

In perhaps the most pragmatic aspect of his classic article, Crookston (1972/1994/2009) articulated the contrast between his proposed developmental view of academic advising and a model he saw as prescriptive. Most see the contrast between these two approaches by visualizing the academic advising interaction on a continuum that features simple course scheduling on one end and long-range life and career planning at the other pole. Page 1

Developmental advising both stimulates and supports students in their quest for an enriched quality of life; it
is a systematic process based on a close student-advisor relationship intended to aid students in achieving educational and personal goals through the utilization of the full range of institutional and community resources. Developmental Approaches to Academic Advising (1982) Roger Winston, Stephen Ender, and Theodore Miller

Page 1 & 2

The most helpful things you can do beyond the technical, informational aspects of advising are to try to understand his or her college experience, to clarify what is being experienced, to illuminate more fully the problem and the ideas or feelings that surround it—and to do this in a manner that exhibits a high degree of respect.
for the advisee. Kramer and Gardner (1977) *Page 3*

Wes Habley also recognized the importance of the relationship between effective academic advising and the concerted efforts to increase student retention—a connection seen as even more salient today. In “Academic Advisement: The Critical Link in Student Retention,” Habley (1981) defined academic advising as “providing assistance in the mediation of dissonance between student expectations and the actualities of the educational environment” (p. 46). He also cited Crookston’s (1972) work and asserted a basic assumption that “in order for academic advising to affect
retention positively, it must be a developmental activity” (Habley, 1981, p. 46). Page 4

He argued for advising as the critical element for improved retention because students gain the ability to clarify their educational goals and relate them to their educational experiences through the advising process. Page 4

She also recognized the growing body of knowledge that supported the contention that student success and retention often resulted from frequent contacts with faculty members in and out of the classroom. Frost (1991). Page 4

Winston (1994) concluded that the verdict was still pending on whether the rather
idealistic outcomes of the developmental approach were possible, thus leaving open the question of whether (in the total institutional context) it makes a difference in students’ lives. *Page 5*

Ryan argued that faculty advisors need to increase their skills and knowledge in three aspects of the advising process: understanding of student development (the conceptual aspect); providing the rationale for the curriculum and academic policies (the informational aspect); and providing a “welcoming, nonjudgmental atmosphere” (the relational aspect). *Page 5*

They cited fears that the developmental approach did not support academic learning and
<table>
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<th>Source</th>
<th>Description</th>
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<th>Notes</th>
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<td>Most likely contributed to strained relationships between faculty and professional advisors. Martha Hemwall and Kent Trachte (1999)</td>
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<td></td>
<td>Notre Dame de Namur University (NDNU), a Hispanic-serving institution, is one of 50 colleges and institutions retained by InsideTrack, whose mission is to improve student engagement, persistence and success. InsideTrack has coached nearly 400,000 students at campuses across the country including Penn State University, University of Dayton, Florida State University, and Columbia University School of Continuing Education. <em>Page 1</em></td>
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has improved retention and graduation rates by 10 to 15 percent and is more cost-effective than previously studied interventions. The study was conducted by Eric Bettinger, an associate professor at Stanford’s School of Education. It compared the academic records of more than 13,500 students, half of whom had received coaching, and half of whom hadn’t. He found that freshmen in the coached group were 15 percent more likely to still be in school 18 to 24 months later.

Page 2.


A learning paradigm can transform the field of academic advising. Ten organizing principles answer the two core questions raised by a focus on learning. What should the student learn through advising? How


Its an older article and gives few examples as to where the 10 Principles have been applied successfully.

Laff (1994) pointed directly to problems created by developmental theory. He argued that developmental theory “with its static description of stable positions does not fit
might the learning take place? The first three organizing principles define a curriculum for academic advising and are based on the premise that the goals and values of advising should be derived from the institutional mission statement and assist advisees in developing higher-order thinking skills. The other principles focus on pedagogy: creating and organizing situations that assist students in meeting learning goals. We draw upon progressive, constructivist, and social constructivist theories of education to study both the learner and the learning context.

Using learning as an organizing paradigm has profound implications, and as we have suggested previously, calls into question many of the current practices in postsecondary institutions. What Should the Students Learn? The Curriculum. Page 2

Principle 1: Academic advising should facilitate student learning about the mission of the college. Page 2 & 3

Principle 2: Academic advising should facilitate student learning of both lower- and higher-order thinking skills. Page 3

with advising as a process,” and as a result, does not chronicle well the process of learning that a student experiences in college (p. 49). Page 1
Principle 3: Academic advising should facilitate student learning about the means of achieving the goals embedded in the institution's mission statement and closely related documents. Page 3

Principle 4: Academic advisors should view students as actively constructing their understanding of the mission of the institution, including concepts like becoming responsible citizens, liberally educated persons, and critical thinkers. Page 4

Principle 5: Academic advising should incorporate knowledge about how the individual student learns. Page 5

Principle 6: Academic advising should consider
how the social context affects the learner’s understanding of the meaning of education. 

Page 5

Principle 7: Academic advisors must recognize that the possibilities for learning are influenced by the advisees’ preexisting concepts and background knowledge. 

Pages 6 & 7

Principle 8: Academic advising must be a dialogue in which the learner has the opportunity to express, justify, and discuss individual goals and ideas. 

Page 7

Principle 9: Academic advising must be a dialogue in which the academic advisor guides the learner. 

Page 7

Principle 10: Academic advising must guide
| Page 8. | Academic advising, the one element in all institutions that is formally structured into the student’s academic life, truly becomes the context in which connections between the student’s individual goals and the institutional mission can be discussed. Academic advising focuses on the needs of Developmental Students only. Provides no measurable evidence of success to back up its Advisement Model. Students so that they recognize and benefit from anomalies, disturbances, errors, and contradictions. |

| Page 9. | Over the past 15 years, the Department of Education has continuously reported the increasing need for developmental and remedial education at postsecondary institutions. Furthermore, only 16% of all college students are traditional aged 18-22 year old residential students, while 12 million students enroll in unsuitably focused programs. The academic advisor for any student presumably holds the key to progress by coaching new and continuing students through general education choices, major selections, minors and possibly certificate options. Misadvisement can have a negative impact on students who enroll in unsuitably focused programs. |

College students are over the age of 25 (Nunley, 2007, p.818). With changing demographics and the students' need for remediation, academic advisors need to be cognizant of the nuances in working with this population. This article considers the methods in providing academic advising to nontraditional students who often need remediation and developmental support. Also, this discussion provides a model for professional academic advisors in delivering sound advising services to the developmental student population.

Advanced courses and lose precious financial aid in an unsuccessful attempt in such courses. "Developmental advising is a process," which relies on a strong advisor/advisee relationship. Advisors can help students feel comfortable and then encourage their growth academically and professionally" (Bland, 2003, p.7).

Academic advisors of developmental students can make all the difference for students between success and returning to minimum wage.

| 8. McClellan, J. L. (2011). Beyond student learning outcomes: Developing comprehensive, strategic assessment plans for advising programmes. *Journal of Higher Education Policy and* | This article argues that while the importance of assessment in academic advising is clear and the current emphasis on defining and measuring student learning outcomes represents an | http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=slh&AN=67098504&site=eds-live | The article does not discuss the outcomes of Academic Advising, but proposes a methodology for accurately assessing advisement performance in order to develop better advising programmes. | Gilborn (2006) proposed the use of the balanced scorecard concept to advising programme assessment and evaluation. In her proposal, she suggested five areas of focus: |
essential component of any comprehensive advising assessment plan, an even more comprehensive understanding of programme assessment is needed. Drawing upon business literature related to Kaplan and Norton’s balanced scorecard and an expanded model of Bolman and Deal’s organisational frames, this article suggests an extended framework for understanding and engaging in comprehensive assessment of advising programmes.

Gilborn recognised this model would not be relevant to all programmes, but rather that specific components and means of evaluation would need to be developed in response to the unique needs of individual offices.

learning outcomes, student perspective, advisor perspective, programme perspective, and budget perspective.

Page 3

The balanced scorecard (BSC) is a strategy performance management tool - a semi-standard structured report, supported by design methods and automation tools, that can be used by managers to keep track of the execution of activities by the staff within their control and to monitor the consequences arising from these actions. Wikipedia Definition.

In order to examine organisational environments in a broader more inclusive way, Bolman and Deal (1991, 2003) developed a model that included
four basic frames through which one can examine and understand organisational work; the structural frame, the symbolic frame, the political frame, and the human resource frame/

‘The greatest value of assessment is the symbiotic nature of knowledge and subsequent use; that is, understanding (knowing, not assuming) if the mission, goals, and objectives of the advising programme are being fulfilled, and then actually using the results to improve the programme’ Page 7

A comprehensive advisor assessment plan . . . may be encapsulated in one term: multiplicity. A comprehensive assessment plan accomplishes multiple
purposes (formative and summative), measures multiple outcomes (affective, behavioural, and cognitive), embraces multiple sources (students, peers, administrators, and self) and uses multiple measurement methods (subjective and objective, psychological and behavioural, qualitative and quantitative) . . . [and] close[s] the loop by converting the results of assessment into actual performance improvement. Cuseo 2008. Page 10.

| 9. Smith, C. L., & Allen, J. M. (2014). Does contact with advisors predict judgements and attitudes consistent with student success? A multi-institutional study. *NACADA Journal* 34(1), 50-63. doi:10.12930/NACADA-13-019 | We introduce 5 cognitive and 3 affective outcome measures related to student judgments and attitudes that might result from quality advising encounters. The outcomes have been linked to, or can be conceptualized as predictive of, retention. | [http://www.nacadajournal.org/doi/full/10.12930/NACADA-13-019](http://www.nacadajournal.org/doi/full/10.12930/NACADA-13-019) | Students were not (and ethically could not be) randomly assigned into frequency-of-contact or source-of-information groups; in essence, students self-selected into these groups. Reliance on student self-reports for all | College and university administrators have consistently identified improvements in academic advising as a major strategy to increase student retention (Habley, Valiga, McClanahan, & Burkum, 2010). |
We examined these outcomes in an online survey of 22,305 students from 2 community colleges and 7 universities as a function of (a) whether or how often students contacted faculty/professional advisors in the formal advising system and (b) whether students consulted advisors, self-advised using official advising materials, or relied upon advice from informal sources to choose required classes. Students who contacted advisors scored higher on all outcomes: They reported more knowledge and attitudes consistent with continuing at their institution and completing their educational program. Measures creates additional limitations. The processes through which advising asserts influence on retention remain unclear, leading us to concur with Habley, Bloom, and Robbins (2012) that “there is ample room for scholarly inquiry into the effectiveness and outcomes of academic advising efforts”.

We conceived quality academic advising as a multidimensional process encompassing five domains: provision of accurate information about degree requirements and how the institution works within time lines, policies, and procedures; referral to campus resources for academic and nonacademic problems; integration of the student's academic, career, and life goals with each other and with aspects of the curriculum and co
curricular, individuation, or consideration of students' individual characteristics, interests, and skills; and shared responsibility or encouragement of students to assume responsibility for their education by giving them opportunities to develop and practice planning, problem-solving, and decision-making skills (Smith & Allen, 2006).

Advising learning outcomes: Knows requirements, understands how things work, knows resources, understands connections, has educational plan, values advisor–advisee relationship, supports mandatory advising, has significant relationship.

Table 1. Through shared advisor–advisee
Responsibility, “effective advising can exert appreciable impact on student retention through its salutary influence on students' educational and career planning and decision-making” (Cuseo, 2008, p. 5).

Results for frequency of advising were unequivocal. Scores on all eight learning outcomes were significantly higher for students who had met with an advisor in the formal advising system than for those who had not.

Students who received most of their information about required classes from an advisor scored significantly higher on all eight learning outcomes than those who used official advising tools (e.g., guides or websites).
### Leaders at institutions without mandatory advising systems may wish to identify and reach out to these students to bring them back or introduce them to the support good advising provides.


We designed this study to understand academic advising at an urban university from diverse student perspectives. Based on a review of the advising literature, we identified 12 functions of academic advising and surveyed 2,100 undergraduates to address the following questions: Which of these advising functions are most important to students? How satisfied are students with the advising they receive on these functions? Do student characteristics impact importance and


All respondents were self-selected students from one institution.

Quantitative data, such as the results presented here, report how students responded, but they do not provide information about the reasons for their responses.

We examined experiences with academic advising without considering how other experiences, particularly the student’s level of academic and social involvement on

Prescriptive advising. Based on the authority and primary responsibility of the advisor and involves the dispensing of information about courses and class schedules and the prescribing of remedies for problems (Winston & Sandor, 1984). With prescriptive advising the emphasis is on telling students what to do and what they need to know rather than providing them with choices and opportunities for decision making.  *Page 1.*
satisfaction ratings? Results show that students rated all functions as highly important, but satisfaction with advising was not commensurate with the importance students attached to it. In general, student characteristics (gender, ethnicity, financial need, age/cohort, enrollment status, and class level) influenced perceived importance of, but not satisfaction with, advising functions.

campus, might have directly or indirectly influenced students’ perception of importance of and satisfaction with advising functions.

The study focuses on Student Satisfaction rather than retention and completion statistics.

Pilot study data from our own campus showed that graduating students rated the advisor’s ability to give accurate information about degree requirements as more important than other, more developmental, advising functions. Page 2

Information is paramount to students; two of the three top-rated functions in the overall sample, ability to give accurate information about degree requirements and assisting students with understanding university policies and procedures, involve an information exchange from advisor to advisee. Page 7

Thus, while students value the developmental aspects of advising, they value accurate
information above all else. This suggests that effective academic advising has both developmental and prescriptive elements.

Gender effects were prominent; women rated all but one advising function as more important than did men. These advising functions all involve help seeking, and other research has found that women are more likely than men to seek professional help for a variety of problems in living (Addis & Mahalik, 2003).

In summary, the differences in importance ratings observed in relation to student characteristics suggest that a one-size-fits-all conceptualization of academic advising is not
All of the functions we identified—information, integration, individuation, shared responsibility, and referral—are important to students, and advisors should provide them. Page 9

Institutions should provide professional development opportunities and incentives to assist advisors, particularly faculty members, in incorporating the various advising functions into their practice. Page 9

In terms of student outcomes, what probably matters is that students get good advising on functions they consider most important. If this assumption is correct, then the results also
suggest that investment in improving advising may be more crucial for students who are underrepresented in higher education: older students, students of color, and those who are financially needy. Page 9

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<td>The author reflects on the book &quot;Making the Most of College,&quot; by Richard Light. He argues that student bodies are becoming more diverse with regards to ethnicity, cultural background and academic preparedness. He believes that students are more apt to success academically, establishing clearer educational and lifelong objectives and tailoring their educational experience towards their goals and inspirations when they receive ongoing and significant academic advising.</td>
</tr>
<tr>
<td>Generalizations to other institutions may be difficult to justify due to the unique characteristics of the single institution.</td>
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<tr>
<td>Richard Light concludes that good advising may be the single most underestimated characteristic of a successful college experience. Similarly, students who meet with their advisers at least twice per semester persist at much higher rates and are more likely to be in good academic standing at the end of the first year in college compared to their peers who met fewer times with their adviser.</td>
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Virginia Commonwealth
University (VCU) implemented a series of sweeping changes in academic advising to address stagnant retention rates, low levels of student engagement, and the high proportion of students who experience academic difficulty.

Sweeping change 1: Establishment of the University College. The University College assumed academic advising responsibilities for all first-year students. This centralized advising model resulted in a decrease in the number of first-year students assigned to each professional adviser.

Sweeping change 2: Development of programmatic advising goals and objectives related to increasing
Sweeping change 3: Creation of individual advising plans. Each University College adviser determines the best advising approach for his/her students. Prior to the beginning of each academic year, advisers submit their advising plans to their immediate supervisor to ensure that the plan contributes to the overall objectives of the advising program.

Sweeping change 4: Incorporation of proactive advising philosophy. Advisers take steps to take a proactive approach to connect with their students using a variety of methods. As students exhibit at-risk behaviors such as low midterm
grades and absences from class, advisers immediately contact students to address these issues.

Sweeping change 5: Collaboration between academic advisers and core curriculum faculty. Students are emailed when absent from class. Students’ advisers are copied on the e-mail that the student receives. Advisers contact those students who have missed two or more classes to determine if there are underlying problems that are preventing them from attending this and other classes.

Sweeping change 6: Implementation of extensive advising training program. Advisers spend two hours per week in ongoing training sessions to update them
on the curriculum, policy changes, and campus resources. The University College coordinates the master adviser certificate program for new and experienced faculty and professional advisers from across the university. Established in 2005, the fifteen-hour training program is an important step in promoting continuous improvement of academic advising.

Based on data from the National Survey of Student Engagement (NSSE) and the VCU Center for Institutional Effectiveness (CIE), first-year students advised through the University College show higher levels of engagement and academic success and persist at higher rates.

The CIE reported the
highest percentage of students ending the first year in good standing (76 percent) as well as a record percentage of students returning for a second year (82 percent).

Most important, improving the quality of academic advising requires support from the top administrative levels and appropriate financial resources.

| 12. Swecker, H.K., Fifolt, M., & Searby, L. (2013). Academic advising and first-generation college students: A quantitative study on student retention. *NACADA Journal* 33(1), 46-53. doi:10.12930/NACADA-13-192 | For this quantitative study, we used a multiple logistic regression technique to investigate the relationship between the number of meetings with an academic advisor and retention of first generation students, as represented by enrollment status and academic standing at a large, public research institution in the Southeast. Consistent | http://www.nacadajournal.org/doi/pdf/10.12930/NACADA-13-192 | Data for the study came from fact sheets compiled at the time of student admission to the institution. Once enrolled, students self-reported all updates to the fact sheets.

Meetings, not contacts by phone, e-mail, or other means, were solely used as a unit of measure because face-to-face meetings were

First-generation students are often considered at risk of leaving an institution due to the following attributes noted in the literature: lack of academic preparation, little parental involvement, racial/ethnic demographics, and socioeconomic status (Ishitani, 2006; Lohfink & Paulsen, 2005; McCarron & Inkelas,
with previous studies and student retention literature, the number of advisor meetings (independent variable) was a significant predictor of student retention. Findings from this study suggest that for every meeting with an academic advisor, the odds that a student will be retained increase by 13%.

Consistently included in academic-advisor tracking notes.

Generalizations to other institutions may be difficult to justify due to the unique characteristics of the single institution.

The findings support key elements of higher-education retention theories, specifically that student interaction, engagement, and involvement prove instrumental in keeping students enrolled.

A student’s perceptions of institutional fit as well as his or her sense of academic and social integration can influence the likelihood to persist. Therefore, advising appointments may be one of the few institutional mechanisms that consistently connect students to the academic institution in meaningful ways.

Of the 363 first-generation students...
who initially enrolled in Fall 2009, only 83 remained in good standing in Fall 2010. Based on these findings, as well as a review of the first-generation literature, we advocate that colleges and universities recognize the unique needs of first-generation students and make academic advising a priority for them. Page 5

Institutions should support and encourage professional development and training activities for all academic advisors and specifically address the needs of first-generation students. Page 5

Findings from this study suggest that for every meeting with an advisor the odds of retention increase by 13%. Page 6.

By connecting
| 13. White, E., & Schulenberg, J. (2012). Academic advising--A focus on learning. *About Campus*, 16(6), 11-17. doi: 10.1002/abc.20082 | Eric White and Janet Schulenberg make the case that academic advisors have a particularly significant role to play in helping students reach higher-learning outcomes. | http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=th&AN=71285760&site=eds-live | Cannot identify a basis for the writers theories as to the advantages of adopting Learning Outcomes other than a literature review. | As Marc Lowenstein describes in his thought exercise, “Academic Advising at the University of Utopia,” when academic advising is conceived and supported as an educational endeavor, there is tremendous potential to produce college graduates who are able to integrate their educational experiences, reflect on their learning, and articulate and demonstrate their growth. *Page 1* | Each institution must develop its own set of student learning |
outcomes and the methods to assess them. The following is a representative sample. 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
The academic advisor is positioned as the one universally present institutional representative who can ask a student to synthesize the entirety of his or her learning experiences. Page 3

Academic advising sessions will also provide students with the opportunity to reflect on the nature of the educational path they have chosen. Page 5