

Center for Enhanced Learning and Teaching

Pre-Major Academic Advising

to SSCI 4-Yr Students

(With thanks to Prof. Edmond Ko)

Sharing

- If you have done academic advising before, please use **one word** to describe a memorable experience.
- If not, please use **one word** to describe a memorable experience in interacting with a student.

Session objectives

- Through reviewing some information and having some discussion about academic advising in SSCI, participants will know:
  - the advising system for supporting school-based admission, pre-major students, and
  - the roles and responsibilities of pre-major faculty advisors.

Fact or Myth #1

Academic advising is only about ensuring that students take the necessary courses and are making satisfactory academic progress.



Missions of Academic Advising

To help UG students make smooth transitions from school to University, to a major and to the workplace

To help UG students choose programs that fit their interests and aspirations

To help UG students set, evaluate and attain academic, personal and career goals



Dimensions of academic advising

DEVELOPMENTAL



ADMINISTRATIVE

Academic Advising Programs: Good Practice

- Council for the Advancement of Standards in Higher Education (CAS) has developed Academic Advising Standards and Guidelines specifying key components of Academic Advising Programs.

CAS Self-Assessment Guide for Academic Advising Program (2006).

Advising Approach (USA)

Developmental advising

- The advisor facilitates the student's rational processes
- The advisor engages the student in two-directional dialogues
- The student is an active participant

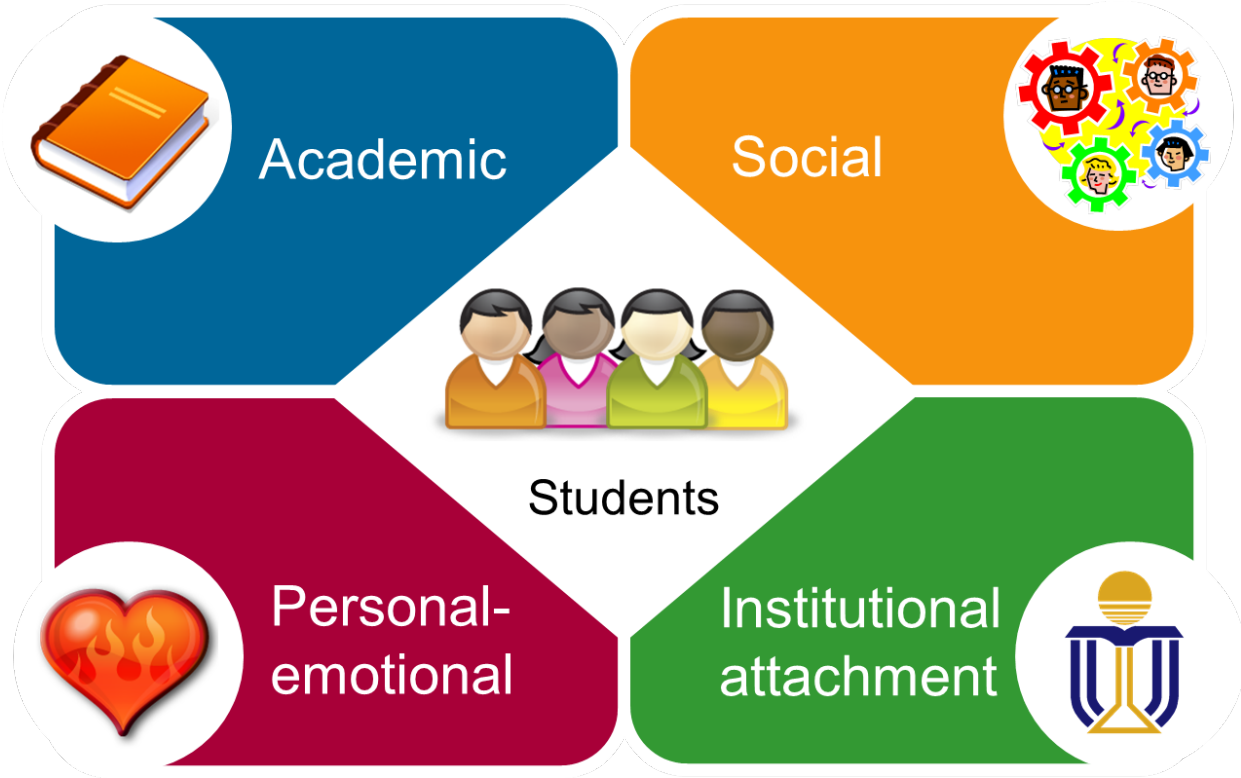
The student's personal development is enhanced.

Fact or Myth #2



Most students find it relatively easy to adjust to university life and study.

Four main areas of adjustment





Academic

- From teacher-directed to self-directed learning
- From surface to deep approach in learning
- From low to high intellectual maturity
- From lack of choices to a lot of freedom
- Others?

Change of social network

- maintaining old relationships
- establishing new relationships



Change of social environment

- meeting different people in different classes
- living on campus
- developing a social life on campus



- Development of emotional intelligence
- Stress management
- Time management
- Health and wellness issues

- Becoming familiar with the people, resources, and facilities of the university
- Participating in campus activities
- Joining student societies
- Representing the university in community services (both internal and external)



Discussion points

- Of the four areas of adjustment:
  - Which one do you think is the most difficult for first-year students?
  - Any additional difficulties for students in the 4-year curriculum?
  - In what ways can an academic advisor help students overcome these difficulties?

Adjustment issues in critical first semester

2012	Aug	Sep	Oct	Nov	Dec
Academic adjustment	30/7: 3-year Program registration 20/8, 22/8: School admission and course preference selection	Different types of learning environment	Academic issues arising from mid-term exams	Assignments and preparing for final exams	Final exams
Social adjustment	Establishing new relationships	Establishing new relationships Joining societies	Developing social life on campus	Developing social life on campus	Developing social life on campus
Personal-emotional adjustment	New faces, new environment and new identity	Different classmates in different classes Time management	Time management Stress management (esp. from mid-term exams)	Time management Stress management Health and wellness issues	Time management Stress management Health and wellness issues
Institutional attachment	Familiar with the resources Participating in student activities	Participating in student activities	Participating in student activities	Participating in student activities	Participating in student activities

Adjustment issues in critical first semester

2012	Aug	Sep	Oct	Nov	Dec
Academic adjustment	H 30/7: 3-year Program registration 20/8, 22/8: School admission and course preference selection	M Different types of learning environment	H Academic issues arising from mid-term exams	H Assignments and preparing for final exams	H Final exams
Social adjustment	H Establishing new relationships	H Establishing new relationships Joining societies	M Developing social life on campus	M Developing social life on campus	L Developing social life on campus
Personal-emotional adjustment	H New faces, new environment and new identity	M Different classmates in different classes Time management	M Time management Stress management (esp. from mid-term exams)	H Time management Stress management Health and wellness issues	H Time management Stress management Health and wellness issues
Institutional attachment	H Familiar with the resources Participating in student activities	M Participating in student activities	M Participating in student activities	M Participating in student activities	L Participating in student activities

H – High priority M – Medium priority L – Low priority



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Support from Pre-major Faculty Advisors

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- Primary focus - Secondary focus



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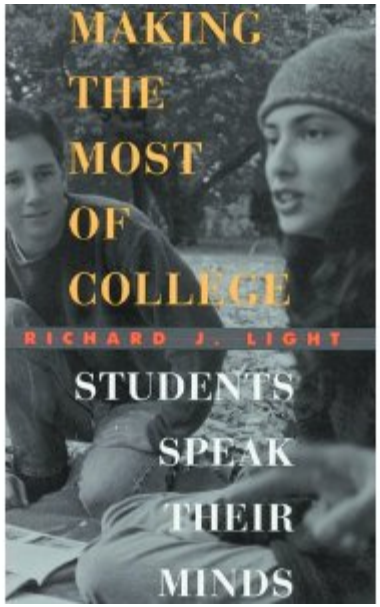
Support from SSCI Peer Mentors

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- PRIMARY FOCUS

- SECONDARY FOCUS

What constitutes good advising?



"… at key points in their college years, an academic advisor asked questions, or posed a challenge, that forced students to think about the relationship of their academic work to their personal lives."

Richard J. Light, *Making the Most of College: Students Speak Their Minds*, Harvard University Press: 2001, p.88

Three Types of Conversations Advisors Have with Students

1. Conversations that are informational:

- University policies and procedures
- Requirements
- Important dates and deadlines
- Programs of study

Too often advising conversations stop here and do not progress to the next 2 types.

Reynolds, Maura (2011), *The History and Organization of Academic Advising,* NACADA Academic Advising Summer Institute 2011.

Three Types of Conversations Advisors Have with Students (cont'd)

2. Conversations about the individual student:

- Core values
- Aptitudes/interests
- Strengths
- Areas for improvement (study skills, time management, etc.)
- Level of involvement in the life of the university

Reynolds, Maura (2011), *The History and Organization of Academic Advising,* NACADA Academic Advising Summer Institute 2011.

Three Types of Conversations Advisors Have with Students (cont'd)

3. Conversations about the future:

- What do I want my future to be? (career and personal life)
- What steps do I need to make this future a reality?
- How am I changing as a result of my education?

Reynolds, Maura (2011), *The History and Organization of Academic Advising,* NACADA Academic Advising Summer Institute 2011.

Fact or Myth #3

It is easy for students to trust us and to openly share with us.



Six ways to make people like you

Smile

Be a good listener and encourage others to talk about themselves

Become genuinely interested in other people



Make the other person feel important – and do it sincerely

Remember a person's name

Talk in terms of the other person's interests

Dale Carnegie (1936) *How to Win Friends & Influence People,* New York: Pocket Books.

The Trust Equation

- Trust is a measure of belief in the credibility, reliability, and competence of the other party.

$$\textbf{Trust} = \frac{f\,(\textit{Competence}, \textit{Credibility}, \textit{Reliability})}{\text{Self-Interest}}$$

Positive, Trust-based Relationships

- For you, what are some key behaviors to build trust?



Behaviors that build trust in relationships

1 Talk straight

2 Demonstrate respect

3 Create transparency

4 Right wrongs

5 Show loyalty

6 Deliver results

7 Get better

8 Confront reality

9 Clarify expectations

10 Practice accountability

11 Listen first

12 Keep commitments

13 Extend trust

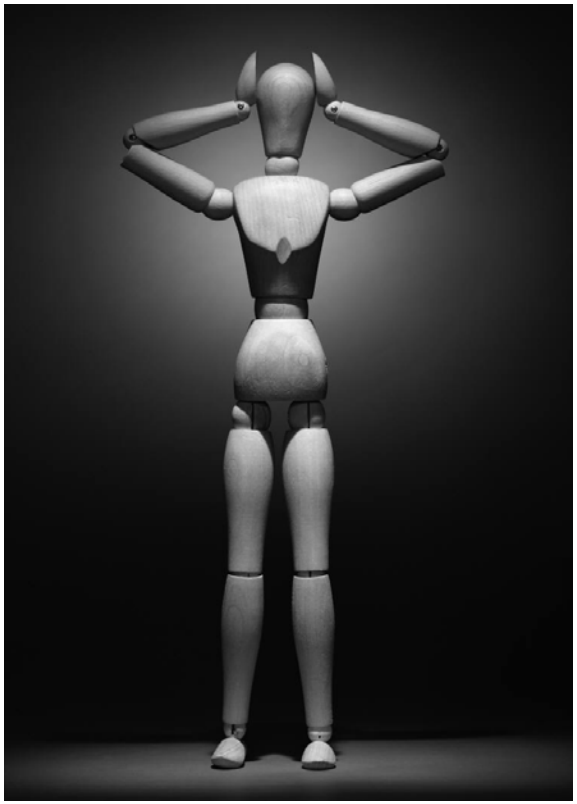
Stephen M. R. Covey (2006) *The Speed of Trust*, Simon & Schuster.

Steps in active listening

1. Look at the person, and suspend other things you are doing.
2. Listen not merely to the words, but the feeling content.
3. Be sincerely interested in what the other person is talking about.
4. Restate/ summarize/ paraphrase what the person said.
5. Ask clarification questions once in a while.
6. Be aware of your own feelings and strong opinions.
7. Only state your views after you have been asked for them or you have listened.

Adapted from: http://712educators.about.com/cs/activelistening/a/activelistening_2.htm

Barriers to active listening



- Being quick to
  - criticize or correct the speaker
  - be defensive
  - interrogate or argue with the speaker
  - diagnose or offer advice
- Being mentally switched off
- Making assumptions
- Showing inappropriate body language

Empathetic listening vs. Sympathetic listening

Empathetic listening	Sympathetic listening
Content + Emotion	Mostly emotion
Understanding	Feeling
Gaining recognition	Showing pity



Limitations of the Faculty Advisor Role

- A Faculty Advisor cannot make decisions for an advisee but he/she can **be an empathetic listener and even offer various possible solutions** to the student's problem.

- A Faculty Advisor cannot increase the native ability of an advisee, but he/she can **encourage the maximum use of the ability** that the student has.

- A Faculty Advisor cannot reduce the academic, co-curricular, or employment load of a floundering advisee, but he/she can **make recommendations** that such adjustments be made.

Academic Advising: Knowledge, Skills and Attitudes

Academic advising is a professional competency consisting of the relevant knowledge, skills, and attitudes.

- Given the areas we have covered today, what traits will pre-major advisors need to possess in terms of:
  - Knowledge?
  - Skills?
  - Attitudes?

- From the handout, where do you feel most confident in your knowledge, skills and attitudes? Where do you feel you have development needs in terms of the pre-major advising role?

Any other issues?

- Are there any other concerns you'd like to raise?

Next steps

- SIS, Course registration
- Facility Booking
- Student Progress Tracking

Resources

- SSCI advising web site (coming soon)
- NACADA (National Academic Advising Association)
  - http://www.nacada.ksu.edu



Thank you!