Meeting Advisees "Where They Are" and Other Best Practices for Holistic Advising

Institute for Student Success

Dana Deason, Academic & Career Advising Center
Su Karl, Learning Center
Warm Up

What does "Meeting Advisees Where They Are" mean to you?
Advising Approaches
Izabela Szymanska, Organizational Science Doctoral Program; Graduate Assistant, Academic Services, 2011

Prescriptive

- Based on authority
- Advisor as expert
- Detailed instructions provided with little input from student
- Formal matters are the focus

Holistic/Developmental

- Concern for the student's total education
- Advisor as mentor
- Accounts for student's interests, abilities, strengths and life concerns
- Recommendations are made based on student input
Communication

- Create a welcoming environment
  - initiate 1st contact /how to contact you
  - consider flexibility when meeting with students
  - show concern for student's total education

- Build trust and credibility
  - balance frankness with compassion
  - recognize student strengths
  - admit when you don't know--but help them find the answer

- Ask open-ended questions to get input
  - relate questions to the student's HSU experience
Generating Open-Ended Questions for Using Holistic Advising Approach

- Starting a Session
- Academics
- Study Skills & Habits
- Professional Interests & Goals
- Campus Engagement
- Other Commitments/Concerns
Role Play

- Break up into pairs
- Take turns acting as advisor and student
- You will be given a student/advisor scenario
- Advisors practice asking open-ended questions to help the student learn more about the situation and/or problem solve
“I’m thinking of transferring to another school of thought...”
Advisee Handbook Online

• Scope and Purpose of Advising
• Advisor/Advisee Responsibilities
• Communicating with your Advisees
• What Advisors Need to Know: Degree Requirements
• Advisor Tools
Communicating Expectations to Advisees

Tell students to come prepared with:

• a list of questions about majors, careers, internship options, etc.
• catalog, current DARs, and other relevant documents
• classes they are interested in taking for the major
High Expectations: Student Milestones

Establish yearly milestones appropriate to your major

Incorporate them into your advising conversations
Essential Advising Resources

- 4-year major academic plan (MAP)
- 5-year course rotation plan
- (GEAR worksheet)
- Long-term/curriculum planner
- DARs
- Catalog

Putting it all together: Economics
GE course numbering system

Lower Division General Education:
100-109

Upper Division General Education:
300-309

Area E (Human Integration):
400

Sociology Program Description (Pop Quiz!)
Long Term Planning

• Helps students visualize graduation
• Minimizes chances of students taking unnecessary classes
• Allows students to accurately plan for adding a minor, an internship, study abroad, etc.
• Saves students time & money
• Is vital to students graduating in 4-5 years
Adventures in Long-Term Planning

Using the following resources, to create a plausible plan for the Fall 2013 semester to use as a model for future planning:

• Sample DARs
• Sociology major academic plan (MAP)
• Sociology 5-year course rotation plan
Possible Plan

Fall 2013
Engl 100

3 units
AI (Hist 110, 111, or Psci 110) 3 units
Life Forms (Biol 102 or 104) 3 units
Soc 316* or Soc 303&303M 4 units

14 units

* only offered Fall 13 & Fall 15
Choose 2-3 advising best practices you will incorporate this spring

- Identify & communicate expectations of advisees
- Be flexible in how, where, and when you communicate with students
- Ask open-ended questions to learn more about your advisees' strengths, interests, abilities, and life concerns
- Establish Milestones & convey them to advisees
- Review Advisor Handbook
- Review Advisor Bulletin prior to registration advising for the latest updates to academic policy & procedure
- Engage students in long-term planning by using a variety of advising resources
- Admit when you don't know the answer and work together with the student to find it