

TABLE 1.
MAJOR ACADEMIC ADVISING APPROACHES

<i>Approach</i>	<i>Focus</i>	<i>Process</i>	<i>Outcome</i>
Information-Based – Prescriptive Advising	Declarative and procedural knowledge regarding scheduling, registration, appealing, graduation, etc.	Advisors share information with students	Students become informed of the process, regulations, and policies
Intervention-Based – Proactive Advising	Early intervention Advisor-student relationship building	Advisors build a strong relationship with the student to identify potential problems and offer immediate support	Students receive advising at preenrollment and preregistration stage. Identified at-risk student populations receive targeted communication and support
Holistic Development – Developmental Advising	Both cognitive and non-cognitive aspects in students' development	Advisors engage students in shared activities through advising and support students' academic, moral, and personal growth.	Students develop holistically not only in terms of academic achievements, but also non-cognitive skills to negotiate future personal and professional lives.
Student Learning Outcome – Advising as Teaching/ Learning-Centered Advising	Teaching and learning processes	Advising follows the good teaching practices. Active and engaged learning is expected.	Students develop cognitive learning skills and become prepared to independently fulfill cognitive tasks.
Strength and Asset Building – Strengths-Based/Appreciative Advising	Students' strengths and assets are the key to their individual successes	Advisors engage students in recognizing and leveraging their strengths to achieve their potentials.	Students develop positive reconstruction-of their past experiences, recognize alternative ways to leverage their assets for success, and establish positive outlooks to become resilient in their future personal and professional lives.