Types of Advising Methods

The Global Community for Academic Advising[1] (NACADA), highlights three main types of advising in the academy: developmental, prescriptive, and intrusive (Gordon, Habley, Grites, & National Academic Advising Association, 2008). "Developmental advising is and continues to be one of the most fundamental and comprehensive approaches to academic advising" (Grites, 2013). The term *developmental academic advising* began to gain traction and use in 1984, "but the application and theory of developmental advising was in place long before it was defined as such and grew out of the work of many theorists" (Grites, 2013, p. 64). Yet, Burns Crookston was the first person to coin the term and pointed out its relationship to advising with a comparison to prescriptive advising in the 1972 article entitled, "A Developmental View of Academic Advising as Teachin*g*." Crookston's application was the result of his concern for college students of the late 1960s and early 1970s, and his articulation of developmental advising was constructed from two basic assumptions of student development theory.

> First, that the higher learning is to be viewed as an opportunity in which the developing person may plan to achieve a self-fulfilling life; that the perspective of work and professional training more properly should be placed within the development of a life plan instead of the current tendency to prepare one's self for a profession and then build one's life around it. Second, that learning includes any experience in the learning community in which teacher[2] and student interact that contributes to individual, group, or community growth and development and can be evaluated (Crookston, 2009). (p. 78)

O'Banion's (1972) work focused on the community college, but it greatly impacted the profession of advising and suggested a developmental view and application of advising. O'Banion (1972) set forth what he identified as four steps for "the dimensions of the process of academic advising" (p. 11). They are as follows: (a) exploration of life goals, (b) program choice, (c) course choice, and (d) scheduling of classes. This type of advising is not primarily focused on the time a student spends in college, but instead incorporates life-long and career goals. O'Banion's logical sequences and "description of the requisite skills, knowledge, and attitudes also provided a perspective that that hinted at developmental academic advising" (Grites, 2013, p. 67). "Fostering a relationship between the advisor and student is critical to this model, which is based primarily on adult development theory and student development theory" (Crookston, 2009, p. 7). Crookston believed that students and advisors have a shared responsibility concerning the overall quality and application of the advising experience.

The "developmental academic advising" was first used in the book, *Developmental Approaches to Academic Advising* (Winston, Ender, & Miller, 1982). According to Grites (2013), "developmental academic advising 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

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[1] The Global Community for Academic Advising (NACADA), was formerly known as the National Association of Academic Advising. The name was changed to the Global Community for Academic Advising, maintaining the same NACADA acronym, on October 6, 2016. Any reference to National Association of Academic Advising reflects citation prior to October 6, 2016.

[2] The use of the word *teacher* is applicable to both advisors and faculty.

intended to aid students in achieving educational and personal goals through the utilization of the full range of institutional and community resources" (p. 8). As described by Grites (2013, p. 12 - 13), this approach to academic advising has four main factors:

1. Developmental academic advising is not a theory, but instead it is a method put into practice, an advising strategy (i.e., a way of doing advising).
2. It is holistic. This advising model includes the education and development of students, acknowledging that areas such as future career goals, personal aspects, education, and so on, cannot be treated independently but indeed impacts all aspects of students.
3. Developmental academic advising is based on a students' growth (success). Growth takes place among all students. This is true of all students, even among those regarded as well prepared for college.
4. This practice is a shared activity. Both students and advisors contribute to this effort.

Prescriptive academic advising is titled as such because of the academic advising practices associated with this type of advising. Prescriptive advising is narrowly focused on a student's academic degree plan (Jeschke, Johnson, & Williams, 2001). "Prescriptive advising is generally initiated by the student because the goal of this approach is to address immediate questions to facilitate the student's progress through his/her academic program; it is often referred to as the doctor-patient relationship model" (Crookston, 2009, p. 80). The advisor advisee relationship is based on the authority and knowledge of advisors providing descriptive information to students. Using the prescriptive advising approach, advisors react to student inquiries for advice on matters concerning major selection and course schedules. Advisors respond to immediate questions/concerns. Prescriptive advising sessions are more structured than a developmental advising session and the intention is to provide accurate academic information to facilitate and expedite students' progress through their degree program (Jeschke et al., 2001). Table 2 provides a comparison of developmental and prescriptive advising for further understanding of these types of advising methods.

Of note, within the practice of prescriptive advising, the student views the advisor as knowledgeable and able to determine what is best for him or her. Prescriptive advising does not allow for additional probing into the lives of students from the advisor. This type of advising generally addresses academic performance and requirements to ensure students abide by the degree plan. This form of advising is certainly quick and efficient in terms of degree progression and course selection.

Table 2, *Contrasting Dimensions of Prescription and Developmental Approaches to Advising*

In terms of	Developmental	Prescriptive
Abilities	Focus on potentials.	Focus on limitations.
Motivation	Students are active, striving.	Students are lazy, need prodding.
Rewards	Achievement, master, acceptance, status, recognition, fulfillment.	Grades, credit, income.
Maturity	Growing, maturing, responsible, capable of self-direction.	Immature, irresponsible; must be closely supervised and carefully checked.
Initiative	Either or both may take initiative.	Advisor takes initiative on fulfilling requirements; rest up to student.
Control	Negotiated.	By advisor.
Responsibility	Negotiated.	By advisor to advise.
Learning output	Shared.	Primarily in student.
Evaluation	Collaborative.	By advisor to student.
Relationship	Based on nature of tasks, competencies, situations, high trust.	Based on status, strategies, games, low trust.

Source. "A Developmental View of Academic Advising as Teaching," by B. B. Crookston, 2009.
NACADA Journal, 29, p. 78-82.

While intrusive[3] advising shares the individualized characteristics of developmental advising there is a proactive approach that is facilitated by the advisor. In this practice, interaction with the student is quite inevitable. Advisors seek out students and initiate requests for an advising sessions. Advisors are encouraged to actively pursue and reach out to particular

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[3] Intrusive advising is also referred to as proactive advising.

groups of students who have been identified as at risk or who require additional assistance; students are targeted during critical periods in their academic study, such as first year, when it is time to register for classes, or when graduation is near (Jeschke et al., 2001). Subsequent advising sessions are aimed at encouraging student development beyond college. Advisors provide appropriate challenges or questions to help students plan and think about career and life goals. The approach is deliberate, mimicking the developmental model, but advisors actively seek out students in various ways (e-mail, phone calls, or social media) instead of waiting for students to make contact. When applied, intrusive academic advising has been shown to have a positive impact on academic achievement (Vander Schee, 2007). This approach is particularly useful for students who otherwise may not seek advising. Thus, this advising model tends to be preferred among students in need of more assistance than the *standard*, whereas other students find this approach invasive (Jeschke et al., 2001). Glennon (1975) was the first to identify this form of academic advising in his article entitled, "Intrusive College Counseling," published in the *College Student Journal*. In this article, Glennon examined intrusive counseling with college students building on developmental advising theory.

Appreciative advising is the final advising method presented in this section. This model has gained quite a following and is supported by NACADA. Appreciative advising "provides a framework which is designed to enhance the advisor advisee relationship for both parties in one on-one and group advising" (Bloom, Hutson, & He, 2008, p. 11). The origins of appreciative advising came from the application of organizational development theory by a then doctoral student, David Cooperrider, who applied this theory to his work at Case Western Reserve University (Cooperrider, Whitney, & Stavros, 2003). Appreciative advising is influenced by social psychology tying in "positive psychology, social constructivist theory, and choice theory" (Bloom, Hutson, & He, 2008, p. 14). There are six phases of appreciative advising: (a) disarm, (b) discover, (c) dream, (d) design, (e) deliver, and (f) don't settle.

> The disarm phase involves making a positive first impression with students and allaying any fear or suspicion they might have of meeting with the advisor. The discover phase is spent continuing to build rapport with students and learning about the students' strengths, skills, and abilities through utilizing effective and positive open-ended questions that encourage narratives. The dream phase involves uncovering students' hopes and dreams for their futures. The design phase is spent co-creating a plan to make their hopes and dreams come true. The deliver phase is the implementation phase where students carry out their plan and the advisor's role is to support them as they encounter roadblocks. The final phase, don't settle, involves challenging students to achieve their full potential and supporting them along their journey (Bloom, Hutson, & He, 2008, p. 25-26).

It is important to remember that the above types of advising are not mutually exclusive; they undoubtedly have the ability to complement one another and often do. Intrusive, prescriptive, developmental, and appreciative advising may be practiced by advisors with the same student throughout the student's academic career; rarely is just one method utilized from entry to exit. This use of a combination of practices is often required to provide high quality advising to support student success among a diverse group of students.

Advising Models (Structures)

There are five dominant advising models at institutions of higher education in the nation. The following is a summary of the five models based on the work of Habley and Morales (1998). The *faculty-only model* utilizes faculty to advice students. With this model, advising services are not available from any source other than faculty members. A *split model* generally includes an advising center for a designated group of students (e.g., first-generation, undeclared, etc.) and all other students are assigned to their academic departments or programs. The third model is called a *supplementary model*, in which all students have a designated faculty member in addition to a general advising office provided by the institution. The *total intake model* utilizes professional advisors for all students during a designated time period, after which point students are transferred to their department or program. The fifth and final model is the *satellite model*, in which each academic unit is responsible for its own advising. It is not uncommon to find institutions using an amalgamation of models to meet the needs of students.

Delivery and Process

Advising generally takes place through in person, one-on-one meetings (King, 2008). As the number of advisees has increased, group advising has become more popular. Group advising allows for large numbers of students to be advised together so that information may be provided to a large group at one time. The information provided is general, which may require one-on-one follow-up sessions to discuss detailed information with each student (King, 2008).

Over the years, the most significant change to the delivery of advising is the use of technology. The use of technology has increasingly become another mechanism for advising (Leonard, 2008). The World Wide Web, e-mail, text messaging, Facebook, and webinars, just to name a few, have all become commonplace as tools for academic advising. In some cases the use of technology is the only means of delivery and communication, but this is not the norm. Instead, technology is oftentimes used to supplement in-person advising. Ideally, the use of technology aids and enhances the advising process for both advisors and students. The process between advisor and advisee is one "which students themselves reach their own academic potential through communication and information exchange with an academic advisor" (Drake, 2011, p.10).

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Creating a Personal Philosophy of Academic Advising, by David Freitag

Freitag, D. (2011). Creating a Personal Philosophy of Academic Advising. Retrieved from NACADA *Clearinghouse of Academic Advising Resources* Web site: https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-philosophy-of-academic-advising.aspx

Creating a written personal philosophy of academic advising requires thought, introspection, study, and clearly communicated personal objectives for advising. It takes time and commitment by those actively participating in the field. Although not an easy or quick process, documenting a personal philosophy can and should be done by all academic advisors.

The new advisor can take heart: An advisor's personal philosophy belongs to him or her alone and can thus take the form and content that best embodies individual preferences in prose and priorities for practice. Although the advisor should consider existing guidelines and include essential components, the philosophy mirrors her or his unique view. In addition, new advisors can expect to incorporate changes into their personal philosophy to demonstrate their increased understanding of advising, advisees, and their institution and unit. A living document, the statement of personal philosophy serves as a reference to which the advisor can return to draw inspiration and reconnect with the reasons for entering the field. The creation and maintenance of a personal advising philosophy helps an advisor become more effective now and in the future.

The Personal Philosophy Statement

Definition
A personal philosophy of academic advising is reflected in a positive, self-motivating statement of academic advising as the practitioner perceives it. The advisor uses theory as a foundation for approaches with students. The statement serves as an explanation for the reason to take on advising responsibilities, guides day-to-day decisions, helps shape advising goals and objectives, and provides a solid basis for practice (Dyer, 2007).

Purpose
A personal philosophy of academic advising gives structure to advising sessions and provides "a sense of clarity and focus in day-to-day interactions with students and in long-term career goals" (Dyer, 2007, p. 48). It allows an advisor to incorporate theories of student development into daily work and "provides a clear rationale" for interactions with students (Dyer, 2007, p. 48).

Even if they do not realize it, every advisor already operates under a personal philosophy of academic advising. Each uses a selected (perhaps initially without intention) approach and method in practice. Awareness of one's own personal philosophy of academic advising enables the advisor to examine and improve their relationships with and the outcomes for students. Therefore, all who advise students, such as staff, faculty members, graduate students, and undergraduate peers, should develop and express a personal philosophy of academic advising.

Content

Although an individual statement of academic advising philosophy differs from that of other advisors, the document often and justifiably includes common elements. For example, an advisor's philosophy should reflect the spirit of the NACADA Statement of Core Values of Academic Advising (NACADA: The Global Community for Academic Advising, 2005), the ethical code that guides the profession. Advisors need not directly reference the institutional or unit visions, values, missions, and goals in their personal statement; however, their articulation of advising, personal values, personal advising mission, and professional goals should not stand in opposition to the values featured in institutional documents or set down by NACADA.

A personal philosophy of academic advising should include a description of the approach(es), student development theories, and interaction strategies used in practice. The philosophy also can include an explanation of interest areas and ways in which the advisor uses (or intends to use) them. Advisor interest does not necessarily translate into a specialization; academic advisors should purposely acquire a broad knowledge base as well as identify specific topics that they find particularly applicable or intriguing. New advisors may explore issues that will advance their own self-development or the profession.

An advisor's personal philosophy should indicate the level of mastery to which the advisor aspires. Freitag (2011) delineated four levels of professionalism advisors demonstrate through actions and behaviors: advising practitioner, emerging advising professional, academic advising professional, or academic advising scholar. An advisor's philosophy should affirm the choices made now and in the future to reach the classification of choice.

Creating a Personal Philosophy of Academic Advising

To create an effective personal philosophy an advisor must build a solid academic foundation in advising and in student development. A new advisor can develop his or her knowledge base through classes, readings, and study. The New Advisor Development Chart (chapter 1) provides a comprehensive overview of the knowledge that the new advisor will need to master over the first three years in practice.

In addition to the chapters in this *Guidebook*, other resources provide additional exploration opportunities:

- *Academic Advising: A Comprehensive Handbook* edited by Virginia N. Gordon, Wesley R. Habley, and Thomas J. Grites (2008), especially the following chapters:

- 2—Theoretical Foundations of Academic Advising by Peter L. Hagen and Peggy Jordan

- 5—Advising for Student Success by George D. Kuh

- 6—Advising as Teaching and Learning by Drew Appleby

- 7—Advising for Career and Life Planning by Paul Gore, Jr., and A. J. Metz

- 21—Tools and Resources for Advisors by Pat Folsom

- 22—Delivering One-to-One Advising: Skills and Competencies by Rusty Fox

- *Student Development in College: Theory, Research, and Practice* (2009) by Nancy Evans, Deanna Forney, Florence Guido, Lori Patton, and Kristen Renn

- [Theories applicable to academic advising featured in the NACADA Clearinghouse](#)

A new advisor may consider answers to the following questions helpful when developing a personal philosophy:

- What are my institution's and unit's published values, goals, and missions?

- What is the stated purpose of academic advising at my institution and in my unit?

- What are my strengths as an academic advisor?

- What excites me about academic advising?

- Do I feel an affinity toward specific types of students?

- What topics related to academic advising interest me?

- What research projects related to advising am I interested in pursuing?

- What are my most developed advising skills?

- What legal or ethical situations do I expect to encounter most often in my caseload?

- What advising approaches do I use (or intend to apply) with students?

- Which theories of student development do I use or wish to learn?

- Which identity theories do I use or seek to investigate in relation to advising?

- Which typology theories do I use in practice or plan to explore?

Perhaps most important, the advisor should be able to answer the following:

- Why am I an academic advisor?

- How do I make a difference in the lives of students and colleagues?

- Do my students know their lives matter?

In the process of journaling, as described and advocated in chapter 17, advisors document thoughts and ideas upon reflection of practice or during study that may prove useful in shaping a personal philosophy of academic advising. The length of the statement matters less than the quality of ideas and their significance to the advisor. A one page philosophy may suffice for many new advisors; others with more experience or who have developed multiple areas of interest and involvement may need multiple pages to fully convey their philosophy. A new advisor should strive to develop an initial statement by the end of their first year. All advisors should review their philosophy statement throughout their careers, adjusting it to include new insights and interests.

To get the most benefit from the effort, an advisor should share and discuss the written personal philosophy of academic advising with colleagues and administrators. Through such discussions, the advisor can hone the skills and select the experiences that sharpen the philosophy statement. Through the process of creating, updating, reviewing, and sharing the personal philosophy of academic advising, the advisor will intentionally embrace those practices and theories that will benefit students.

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REVIEW EXAMPLES BELOW

Personal Advising Philosophy Examples, URL
https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-advising-philosophy-examples.aspx

Advising Philosophy Prompts

UC Berkley, URL
https://advisingmatters.berkeley.edu/sites/default/files/general/Statement%20of%20Advising%20Philosophy%20Prompts.pdf

Statement of Advising Philosophy Prompts Having trouble crafting your statement of advising philosophy? We developed the following prompts to help you put your thoughts, feelings, values and experiences into words! By answering the following questions, you will have essentially crafted a personal philosophy statement.

- I believe the purpose of advising is
- I want my students to know
- When I advise students, I aspire to
- The thing I value most about working with students is
- The ideas/theories/methods that have most impacted my advising is
- My colleagues would describe my advising style as
- These are the three words students would use to describe my advising
- I know I am making a difference for students when
- I think my greatest strength as an advisor is
- If I could do one thing differently in my advising I would
- What excites me about working with students is
- My greatest accomplishment as an advisor is
- My role models and peers have shaped my advising by teaching me to
- What I have learned from students is
- I always try to be mindful of
- As a member of the advising community I think it is important to

Advising Syllabus - (Adapted from the University of Maine Advisor's Handbook)

Academic Advising Syllabus 2018-2019

Advisor:

Office:

Email:

Phone:

Hours:

My role as your faculty advisor at Indiana University of Pennsylvania is to help you with monitoring your academic load, course selection and academic performance; to support you in initiating long range educational planning and direct you to opportunities and resources that will enrich your education. You are strongly encouraged to plan visits with me during the academic year for in-depth discussion about long-term goals or other concerns. You are also required to meet once each semester for an advising session in order to receive your pin for registration at which time we will focus on course selection and scheduling.

AS AN ADVISEE, YOU ARE EXPECTED TO:

1. **Learn** as much as possible about program requirements that affect you. The Undergraduate Catalog contains a wealth of important and useful information. Academic requirements change, but the catalog current for when you entered the University is your institution's contract regarding the program requirements you are required to meet. You should review the catalog available online and refer to it often for answers to numerous questions. The Student Handbook and Student Conduct Code (PDF) are also publications with which you should be familiar and are available online through Student Affairs.

2. **Prepare** for each visit by making a list of issues you want to discuss. If selection of classes is one of the topics, you should have done some thinking about course selection in advance of our advising meeting. In addition to the program's department or unit chair, your college office (Assoc. Dean or Director and experienced staff) and/or CLAS Advising Center is an important resource and back up for academic advising issues. These issues might be related to coursework, to the academic calendar, or to personal or financial concerns. Chairs and the college office staff know a lot about policies, processes, and paperwork connected with strategizing good academic outcomes and dealing with emergencies: add-drop and withdrawal issues and deadlines; degree requirements outside the major; illness or family issues that affect a student's academic work; classroom or grading issues; academic standing; double majors and double degrees; graduation; etc. A call to the chair or CLAS Advising Center can often quickly connect you with accurate information about academic policies and with resources to help you solve problems.

3. **Make advising appointments and keep them**: what applies to the advisor here also applies to the advisee.

AS YOUR ADVISOR, YOU CAN EXPECT ME TO:

(Taken from the University of Maine Advisor's Handbook)

1. **Be available**: Students need to be able to see their advisors as needed throughout the semester, not just at pre-registration. Advisors should publish advising office hours and stick to them. This needs to be done with student schedules in mind. It is not reasonable to expect a student to cut a class to accommodate posted office hours. Advisors should also be accessible through voice mail and electronic mail, and should respond to messages within one working day. Advisors should also set-up with their advisees a method allowing them to make appointments. Nothing is more frustrating that not being able to find an advisor or make an appointment.

2. **Be knowledgeable**: Advisees have the right to expect their advisors to give them accurate information about University and program requirements, about procedures, about policies, and about deadlines. Few advisors can recall from memory everything needed to answer every question accurately and fully, but EVERY advisor should know where to find accurate information. The University of Maine Advisor's Handbook seeks to make the task of finding accurate, up-to-date information easier.

3. **Care**: Every student has the right to be treated by his or her advisor in a respectful, caring, considerate manner. Information can be dispensed in many ways, but advice can only be given through an interactive process in which the goals, abilities, successes and shortcomings of the advisee are known and respected. Good advisors are good listeners who take the time to get to know their advisees.

    The legitimate expectations students have of their advisors are many, but there ARE a few expectations that some students may have that are unreasonable. Both advisors and advisees need to be clear about these limits.

    *   Academic advisors are not personal counselors. Students should not expect their advisors to help them sort out personal problems. Advisors are not trained to help with these situations; the University has professional counselors that are and students should be encouraged to take advantage of those services through the Counseling Center or Student Affairs.
    *   Academic advisors are not tutors. Advisees should not expect their advisors to give supplemental or remedial instruction in their academic courses. Advisors can refer students to the Tutor Program.
    *   Advisors are friendly, but should not be expected to be pals. Advisees should respect the fact that advisors are busy people whose time is important; they should not plan to "drop in" on their advisor just to chat between classes, unless they have been invited to do so.

When	What
September	Introduction Visit: make an appointment to get acquainted and discuss goals and questions for the academic year.
October 8th – 21st	Academic Advising Visit: make an advising appointment to initiate a planning discussion for Spring 2013 registration. Student must bring their Degree Progress Report to review. Student will receive pin for registration.
October 22nd – November 14th	<u>Registration Begins</u> <u>for Spring 2013</u> 10/22 at 7:00am 108+ and 11:00am 95+ credits 10/23 at 7:00am 90+ and 11:00am 84 + credits 10/29 at 7:00am 80+, 11:00am 75+ and 2:00pm 70+ credits 10/30 at 7:00am 65+, 11:00am 60+ and 2:00pm 55+ credits 11/05 at 11:00am 50+ and 2:00pm 45+ credits 11/06 at 7:00am 40+, 11:00am 35+ and 2:00pm 30+ credits 11/07 at 11:00am 27+ and 2:00pm 24+ credits 11/12 at 11:00am 20+ and 2:00pm 18+ credits 11/13 at 7:00am 15+, 11:00am 12+ and 2:00pm 10+ credits 11/14 at 11:00am 7+ and 2:00pm 0-23 credits
December 17th – 21st	Final Exams
January	Check-In Visit: Academic Progress checks, (especially) if you are struggling academically, and/or to revisit goals previously discussed in September.
March 18th – 24th	Academic Advising Visit: This meeting is an opportunity to review and follow up on your progress and/or planning so far during your first year. Student will receive pin for registration.
March 25th (tentative)	<u>Registration Begins</u> Dates/times for credits amounts to be posted later. <u>for Fall 2013</u>
April 1st – 5th	Advising period for Summer 2013 sessions
April 1st – 12th	End of the Year Advising Visit: Discuss pprogress of goals, experiences from the academic year and professional planning for the upcoming academic year or post-graduation.
May 6th May 10th	Final Exams

OBJECTIVES AND EXPECTED OUTCOMES OF YOUR ADVISING AND EDUCATIONAL PLANNING

☐ Arrange semesterly advising meetings in advance to review course planning for the upcoming semester.

☐ Work on developing short and long-range personal, academic, and career goals. Make time to discuss this process with your advisor.

☐ Focus on completion of your General Education and CLAS Major Requirements.

☐ Use multiple resources to maximize your undergraduate experience (CLAS Advising Center, student clubs and organizations, community service, leadership opportunities, volunteering, etc.)

☐ Visit the Career Center at least once: Learn about the ways you can identify and reach your career goals. Utilize CareerLink, the student career management system to search for potential jobs/internships, learn employers and careers, sign up for career events and job fairs, and participate in the on-campus recruiting program.

☐ Get to know your professors for each course. Become aware of their office hours and location.

☐ Know the degree requirements, responsibilities and university policies that apply to you.

Note: Sample advising syllabus created by Dr. Fai Howard for Edinboro University of Pennsylvania.

Edinboro University Advising Syllabus

Mission

Academic advising at Edinboro University promotes academic success, persistence, and degree completion by providing individualized student attention. It is a developmental partnership in which a student learns the educational goals that are consistent with their personal interests, values and abilities to attain their long-term goals.

Definition

Academic advising is a decision-making process by which students realize their educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor.

Faculty Advisors will:

1. Provide individual student attention in advising meetings
2. Serve as a facilitator of communication
3. Create a safe and trusting environment with mutual respect
4. Maintain confidentiality with the student following the Family Educational Rights and Privacy Act (FERPA) regulations.
5. Provide and clearly outline accurate academic planning and progress review by explaining the general education and major requirements
6. Assist students in the development of decision-making skills and self-evaluation to support long term life and career goals
7. Serve as an agent of referral to other campus agencies, faculty, and/or staff

Students will:

1. Communicate with your advisor and read your college issued email regularly
2. Attend advising appointments and provide notice of cancellations
3. Come prepared to your advising meetings (arrive promptly, have student ID, prepared questions, etc.)
4. Maintain a respectful demeanor
5. Discuss areas of concerns early on; do not wait
6. Problem solve to revise and achieve your academic plan in consult with your advisor/ identified campus support
7. Identify courses completed and courses remaining for degree or certificate with your advisor
8. Seek information about internships, co-ops, or study abroad opportunities to support long-term life and career goals
9. Use campus resources to support academic success and engage in student life

Academic Advising Guidelines

Year 1:

- ☐ Make tentative plan of classes year by year
- ☐ Learn educational planning tools such as S.C.O.T.S., DegreeWorks, transcript, course catalog, etc.
- ☐ Learn certificate and/or degree requirements
- ☐ Get involved with campus life
- ☐ Discover study abroad opportunities, internships, research opportunities, and/or co-ops offered at Edinboro University
- ☐ Make connections with students and faculty in your major
- ☐ Identify academic support resources on campus and use as needed
- ☐ Identify university administrative offices such as Financial Aid and Records & Registrations

Year 2:

- ☐ Review major requirements
- ☐ Finalize your tentative academic plan (course selection) for degree completion
- ☐ Assess study habits and academic progress
- ☐ Get involved and seek opportunities in your major
- ☐ Discover local, regional, and/or national associations/programs related to your major
- ☐ Explore possible career goals or graduate programs
- ☐ Get involved in leaderships positions or join student organizations
- ☐ Explore interest, strengths, and areas of improvement to support long-term and career goals (Are you in the right major?)
- ☐ Create a resume

Year 3

- ☐ Seek an internship, research opportunity with faculty, study abroad experience, or co-op
- ☐ Stay involved in campus life
- ☐ Stay connected with faculty and students in your major
- ☐ Get involved with leadership opportunities on campus
- ☐ Review academic progress toward degree completion
- ☐ Research career options and graduate programs
- ☐ Take graduate schedule entry exams if applicable (LSAT, GRE, GMAT, MCAT)

Year 4

- ☐ Seek an internship, research opportunity with faculty, study abroad experience, or co-op
- ☐ Take graduate schedule entry exams if applicable (LSAT, GRE, GMAT, MCAT)
- ☐ Update resume
- ☐ Finalize career/postgraduate plans
- ☐ Apply for graduation
- ☐ Apply for graduate school and/or begin applying for career opportunities

Campus Resources

Academic Success Center
Location: Library, Second Floor, Room 236
Email: success@edinboro.edu
Telephone: (814)-732-2218
Web Address: http://www.edinboro.edu/directory/offices-services/academic-success-center/index.html

Admissions
Location: Academy Hall
Email: eup_admissions@edinboro.edu
Telephone: (814)-732-2761
Web Address: http://www.edinboro.edu/admissions/index.html

Adult Student Services
Location: Library, Second Floor, Room 236
Email: success@edinboro.edu
Telephone: (814)-732-2701
Web Address: http://www.edinboro.edu/directory/offices-services/adult-services/index.html

Athletics
Location: McComb Fieldhouse
Email: cseth@edinboro.edu
Telephone: (814)-732-1834
Web Address: http://www.gofightingscots.com/index.aspx

Campus Ministry
Location: Ghering Health and Wellness Center, McNerney Hall
Email:campusministry@edinboro.edu
Telephone: (814)-732-2981
Web Address: http://www.edinboro.edu/directory/offices-services/campus-ministry/index.html

Campus Recreation
Location: Pogue Student Center, Second Floor, Suite 216
Email: Pogue Student Center, Second Floor, Suite 216
Telephone: (814)-732-2768
Web Address: http://www.edinboro.edu/directory/offices-services/campus-life/recreation/

Center for Career Development
Location: Library, Second Floor, Room 236
Email: success@edinboro.edu
Telephone: (814)-732-2781
Web Address: http://www.edinboro.edu/directory/offices-services/career-development/index.html

Community Service
Location: Pogue Student Center, Suite 217
Email: dgoodwill@edinboro.edu
Telephone: (814)-732-1455
Web Address: http://www.edinboro.edu/directory/offices-services/campus-life/community-service.html

Commuter FAQ
Location: Pogue Student Center, Second Floor, Suite 211
Email: adultstudentservices@edinboro.edu
Telephone: (814)-732-2701
Web Address: http://www.edinboro.edu/directory/offices-services/adult-services/index.html

Counseling & Psychological Services
Location: Ghering Health and Wellness Center, McNerney Hall, First Floor
Email: bucell@edinboro.edu
Telephone: (814)-732-2252
Web Address: http://www.edinboro.edu/directory/offices-services/caps/index.html

Edinboro Shuttle
Location: Pogue Student Center, Second Floor, Room 216
Email: mbarbich@edinboro.edu
Telephone: (814)-732-2768
Web Address: http://www.edinboro.edu/directory/offices-services/campus-life/shuttle.html

Financial Aid
Location: Hamilton Hall
Email: finaid@edinboro.edu
Telephone: (814)-732-3500
Web Address: http://www.edinboro.edu/directory/offices-services/financial-aid/index.html

Frank G. Pogue Student Center
Location: 405 Scotland Road
Email: mbarbich@edinboro.edu
Telephone: (814)-732-2768
Web Address: http://www.edinboro.edu/directory/offices-services/campus-life/pogue/

Greek Life
Location: Pogue Student Center, Second Floor, Suite 216
Email: mbarbich@edinboro.edu
Telephone: (814)-732-2768
Web Address: http://www.edinboro.edu/student-experience/clubs-orgs/greek-life/index.html

Judicial Affairs
Location: McNerney Hall
Email: judicial@edinboro.edu
Telephone: (814)-732-2920
Web Address: http://www.edinboro.edu/directory/offices-services/judicial-affairs/index.html

Multicultural Affairs
Location: Pogue Student Center, Second Floor
Email: ksablo@edinboro.edu
Telephone: (814)-732-2313
Web Address: http://www.edinboro.edu/directory/offices-services/multicultural-affairs/index.html

Office for Students with Disabilities
Location: Crawford Center
Email: lrichardson@edinboro.edu
Telephone: (814)-732-2462
Web Address: http://www.edinboro.edu/directory/offices-services/osd/index.html

Records & Registration

Location: Hamilton Hall
Email: eup_records@edinboro.edu
Telephone: (814)-732-3501
Web Address: http://www.edinboro.edu/directory/offices-services/records/index.html

Student Government
Location: Pogue Student Center, Second Floor
Email: secretary@edinborosga.com
Telephone: (814)-732-2910
Web Address: http://edinborosga.com/

Student Health
Location: McNerney Hall, First Floor
Email: healthcenter@edinboro.edu
Telephone: (814)-732-2743
Web Address: http://www.edinboro.edu/directory/offices-services/ghering/student-health-services/index.html

Residence Life and Housing
Location: McNerney Hall, Room 235
Email: boroliving@edinboro.edu
Telephone: (814)-732-2818
Web Address: http://www.edinboro.edu/directory/offices-services/res-life/index.html

ROTC / Military Science
Location: G-3, Hendricks Hall
Email: rotc@edinboro.edu
Telephone: (814)-732-2562
Web Address: http://www.edinboro.edu/directory/offices-services/rotc/index.html

Veterans Success Center
Location: Crawford Center, Room 208A
Email: veterans@edinboro.edu
Telephone: (814)-734-1568
Web Address: http://www.edinboro.edu/directory/offices-services/veterans-success-center/index.html

S.M.A.R.T. Goals Template

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal *(Write the goal you have in mind)*:

_____
_____
_____
_____

1. Specific *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)*

_____
_____
_____
_____

2. Measurable *(How can you measure progress and know if you've successfully met your goal?)*:

_____
_____
_____
_____

3. Achievable *(Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?)*:

_____
_____
_____
_____

4. Relevant *(Why am I setting this goal now? Is it aligned with overall objectives?)*:

_____
_____
_____
_____

5. Time-bound *(What's the deadline and is it realistic?)*:

_____
_____
_____
_____

S.M.A.R.T. Goal *(Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed)*:

_____
_____
_____
_____

University at Buffalo Assessment Template: https://advising.buffalo.edu/advisors/pdfs/AssessmentPlanForAcademicAdvisement2015-16.pdf

Vision: To empower students to be active, responsible learners who take full advantage of the many opportunities the university provides in the areas of academics, research, and community and global engagement

Mission: At the University at Buffalo (UB), Academic advisors are dedicated to teaching students how to access essential information and acquire the skills to make well-informed decisions that will lead to the achievement of their educational, career and life goals.

Values: Undergraduate academic advisors are committed to providing quality, holistic advisement services that meet each student's unique needs. In partnership with colleagues across campus, the academic advising community is devoted to establishing an environment that supports student recruitment, retention and success.

Goals: Our goals are to assist students:

- Make a successful transition to the university
- Develop an appropriate academic plan for timely graduation based upon their demonstrated academic abilities, personal interests, and expressed career goals
- Engage in an exploration of career goals related to their personal interests and area of study
- Continuously assess academic progress towards meeting their stated goals, clarify potential avenues to reach those goals, and make appropriate adjustments as necessary
- Engage in experiential learning, research, and creative activities designed to complement their overall undergraduate experience and career preparation
- Utilize campus resources and support services
- Understand and take responsibility for knowing university policies and procedures, including the importance of adhering to deadlines
- Recognize the relationship between academic progress and financial implications

Student Learning Outcomes

- Students will know whom to contact for academic advising help.

- Students will know the requirements for their major.

- Students will know their requirements for general education.

- Students will be able to select appropriate courses based on their goals.

Assessment Methods & Implementation Plan

Assessment Tool & Method	Description	Data Collection	Timeframe	Outcome(s) Measured
Orientation Survey (Indirect)	One question on every Freshman and Transfer survey asks if they know whom to contact for academic advising help	Freshmen and Transfer students complete a survey at the end of their orientation session	Data is collected from May through September	Students will know whom to contact for academic advising help.
Tracking student contacts (Direct)	Selected high traffic advising offices will track if students are contacting the correct advising unit	Office staff will keep a tally of students that have contacted the office for advisement, but belong to another advisement unit. • Additionally, the staff may also tally the referral source that brought them to the incorrect office	Advising units taking part in this tracking can choose between the following: 1. Collect this data on an ongoing basis 2. Identify a specific timeframe (or timeframes) to collect this data as a sample	Students will know whom to contact for academic advising help.
Academic Advising Directory website hits (Direct)	The academic advising directory is a website directing students to every advising unit.	A counter will determine the number of unique hits on the website. The counter will control for the IP addresses of campus employees	Data will be collected on an ongoing basis and reported annually	Students will know whom to contact for academic advising help.

Assessment Tool & Method	Description	Data Collection	Timeframe	Outcome(s) Measured
Annual Advising Survey (Indirect & Direct)	This survey of students attending advisement appointments will have questions measuring their understanding of requirements and course selection decisions	Students that have been to advising appointments will be identified through AdvisorTrac or by the advising unit. All students attending appointments will be asked to complete the survey Additionally, a sample of students that have not been to advising will also be sent the survey	Winter session	Students will know whom to contact for academic advising help. Students will know the requirements for their major and general education. Students will be able to select appropriate courses based on their goals.

Query students running WHIF in HUB (Direct)	The WHIF reports explain requirements for students. A query determining what students have run this report indicates who has at least seen the report describing their requirements.	A query will determine what students have run the WHIF reports	Annually	Students will know the requirements for their major and general education.
Requirements Rubric (Direct)	Advisors complete this rubric to measure a student's understanding of major and/or general education requirements	Advising units can determine the following: 1. If they will use the rubric as a whole, use part of the rubric, or will not be able to use the rubric at all 2. The context for using the rubric (i.e. in advising appointments, in evaluating a seminar assignment, etc.) 3. The sample of students	Advising units can determine the timeframe based on what is appropriate, given the context of the sampling. Examples include: • During Spring advisement appointments • During a fall seminar course • Etc.	Students will know the requirements for their major and general education.

Assessment Tool & Method	Description	Data Collection	Timeframe	Outcome(s) Measured
Finish in 4 data tracking (Direct)	Advisors review student records to indicate if the student continues to be on track to graduate in four years. Assuming that is one of the student's goals, this process indicates if the student is selecting courses properly to reach that goal.	Advisors review each Fi4 student's record to determine if they are on track for Fi4 and registering for appropriate course work	Summer	Students will be able to select appropriate courses based on their goals.
Course registration tracking for non-Finish in 4 participants (Direct)	Assuming that a timely graduating is a goal of students outside to the Finish in 4 program, comparing registration patterns to advising notes would indicate the student's ability to choose courses that help them reach their intended graduation date, as well as any other goals they have indicated.	Advising units will identify a sample of 30% (ideally) of students that are in their third year (that started here as freshmen) that have been to advisement. Advisors will compare the student's enrollment record to notes in AdvisorTrac to see if the student is making course selections in line with their goals.	September-October OR February-March	Students will be able to select appropriate courses based on their goals.

Goals Rubric (Direct)	Advisors complete this rubric to measure a student's understanding of what they need to do to complete courses that will help them reach goals.	Advising units can determine the following: 1. If they will use the rubric as a whole, use part of the rubric, or will not be able to use the rubric at all 2. The context for using the rubric (i.e. in advising appointments, in evaluating a seminar assignment, etc.) 3. The sample of students	Advising units can determine the timeframe based on what is appropriate, given the context of the sampling.	Students will be able to select appropriate courses based on their goals.

Utilizing Data

An executive summary will be provided to the advising community by the end of September. This data will be reviewed by the assessment team, and if any recommendations for practice are garnered from the data, those recommendations will be shared with the advising administrators and any other key stakeholders.

APPENDIX: Unit Specific Plans

Student Advisement Services

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	All students that attend scheduled advising appointments in the given timeframe	Mid-October to Mid-November 2015
Goals Rubric	All students that attend scheduled advising appointments in the given timeframe	Mid-October to Mid-November 2015

College of Arts and Sciences

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	After advising appointments of every student that has completed at least one semester at UB in the given time frame, UNLESS the appointment is about leaving the university, withdrawal, or some other topic that does not naturally lend itself to discussing major or general education requirements.	February 8th through March 18th
Course registration tracking for non-Finish in 4 participants	30% of students that are in their third year (that started here as freshmen) will be sampled. Advisors will compare the student's enrollment record to notes in AdvisorTrac to see if the student is making course selections in line with their goals.	September-October
Goals Rubric	After advising appointments of every student that has completed at least one semester at UB in the given time frame, UNLESS the appointment is about leaving the university, withdrawal, or some other topic that does not naturally lend itself to discussing meeting goals through their coursework at UB.	September 14nd through October 16th

School of Architecture and Planning

Assessment Tool	Data Collection	Timeframe
Course registration tracking for non-Finish in 4 participants	At least 30% of Architecture and Planning students that are in their third year Fall semester studios/workshops.	October
Goals Rubric	After advising appointments of every student that has completed at least one semester at UB in the given time frame, UNLESS the appointment is about leaving the university, withdrawal, or some other topic that does not naturally lend itself to discussing meeting goals through their coursework at UB.	October 1 –November 15; March 1 – April 15

School of Engineering and Applied Sciences

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	Advisors will complete the rubric for two students per day, based on random selection	September- December 2015

Assessment Tool	Data Collection	Timeframe
Goals Rubric	Advisors will complete the rubric for two students per day, based on random selection	September- December 2015

School of Management

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	Random Sampling of chosen appointments for each advisor – For example 9:00 am, 11am, 2pm every M, W	The first month of each semester
Course registration tracking for non-Finish in 4 participants	TBD	TBD

Goals Rubric	Sampling of chosen appointments for each advisor – 10:30am, 2:00pm, 3:30pm every T, R	The first month of each semester

School of Medicine and Biomedical Sciences

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	Requirement Plan will use 50% of our freshmen students who attend their mandatory advising session	Oct 1st – Oct 31st
Goals Rubric	Discussion during advising session, will use 50% of sophomores who attend the session	Oct 7- Oct 31st

School of Nursing

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	After advising appointments of every student in the given timeframe	September-December
Goals Rubric	After advising appointments of every student in the given timeframe	September-December

School of Pharmacy and Pharmaceutical Sciences

Assessment Tool	Data Collection	Timeframe

Tracking student contacts	Office staff will keep a tally of students that have contacted the office for advisement, but belong to another advisement unit. ☐ Additionally, the staff may also tally the referral source that brought them to the incorrect office	Thursday 10/29/2015 – Wednesday 11/11/2015
Requirements Rubric	Advising appointments during the identified timeframe	Thursday 10/29/2015 – Wednesday 11/11/2015
Course registration tracking for non-Finish in 4 participants	Advising units will identify a sample of 30% of students that are in their third year (that started here as freshmen) that have been to advisement. Advisors will compare the student's enrollment record to notes in AdvisorTrac to see if the	February
Assessment Tool	**Data Collection**	**Timeframe**
	student is making course selections in line with their goals.	
Goals Rubric	Advising appointments during the identified timeframe	Thursday 3/31/2016 – Wednesday 4/13/2016

School of Public Health and Health Professions

Assessment Tool	**Data Collection**	**Timeframe**
Requirements Rubric	A sampling of students (approximately 1/3) attending academic advising sessions for spring 2016 and fall 2016 scheduling purposes. Includes both upper and lower division students for ES and lower division students only for OT.	Late September/Early October and Late March/Early April

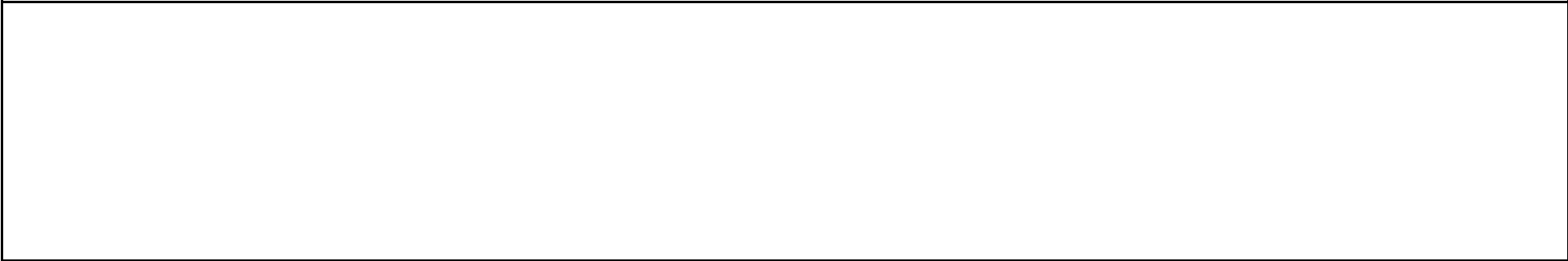| Goals Rubric	A sampling of students (approximately 1/3) attending academic advising sessions for spring 2016 and fall 2016 scheduling purposes. Includes both upper and lower division students for ES and lower division students only for OT.	Late September/Early October and Late March/Early April

Student Athletes

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	For all student advising appointments in the given timeframe	Late September- October (upcoming Spring Registration); Let February – March (Upcoming Summer and fall registration)
Goals Rubric	For all student advising appointments in the given timeframe	Late September- October (upcoming Spring Registration); Let February – March (Upcoming Summer and fall registration)

Access to College Excellence (ACE) & Daniel Acker Scholars - Cora P. Maloney College

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	After advising appointments of every student that has completed at least one semester at UB in the given time frame or general education requirements.	October 12 – November 20

Educational Opportunity Program (EOP) - Cora P. Maloney College

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	Each advisor will complete the rubric for **two** student advising appointments per	March 23rd-March 27th

Assessment Tool	Data Collection	Timeframe
	day, for students that has completed at least one semester at UB in the given time frame, UNLESS the appointment is about leaving the university, withdrawal, or some other topic that does not naturally lend itself to discussing major or general education requirements. For first semester freshmen in the fall, EOP will analyze a requirements assignment in the EOP sections of UBE 101.	
Goals Rubric	1) Counselors will do Graduation Review to ensure students are ready to complete courses needed to be on track for graduation and in line with career goals. Also discuss post-graduation plans, exit strategy and make referrals. Each counselor will sample 5 students. 2) Counselors will review academic plans of students between 30-60 credits and ensure students are taking courses in line with academic/career goals. Each counselor will sample 5 students.	Week of drop/add January 26-30 and March 16-20th Students with 30-60 Credits

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Student Support Services (SSS) - Cora P. Maloney College

Assessment Tool	Data Collection	Timeframe
Requirements Rubric	Each advisor will complete the "Major and General Education Requirements" rubric for all students on the following dates 10/7, 10/14, and 10/21 (with the goal of assessing at least 15 students each) for students who have completed at least one semester at UB in the given time frame, UNLESS the appointment is about leaving the university, withdrawal, or some other topic that does not naturally lend itself to discussing major or general education requirements.	Three days in the Fall semester: 10/7, 10/14, and 10/21
Goals Rubric	Each advisor will complete the "Student Goals and Advising" rubric for all students seen on the following dates 3/16, 3/23, and 3/30 (with the goal of assessing at least 15 students each), for students who have completed at least one semester at UB in the given time frame, UNLESS the appointment is about leaving the university, withdrawal, or some other topic that does not naturally lend itself to discussing how courses relate to their career and personal goals.	Three days in the Spring semester: 3/16, 3/23, and 3/30

University Honors College

Assessment Tool	Data Collection	Timeframe

Requirements Rubric	First year students in a common first year experience course complete an assignment which details their four-year academic plan. Rubric will be completed after this assignment is reviewed. Approximately 30% of first year Honors Scholars	End of fall semester
Assessment Tool	**Data Collection**	**Timeframe**
	will be assessed.	
Goals Rubric	First year second-semester students will meet individually with an Honors College Advisor. Rubric will be completed after this meeting. Approximately 30% of first year Honors Scholars will be assessed.	spring semester