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Academic Advising

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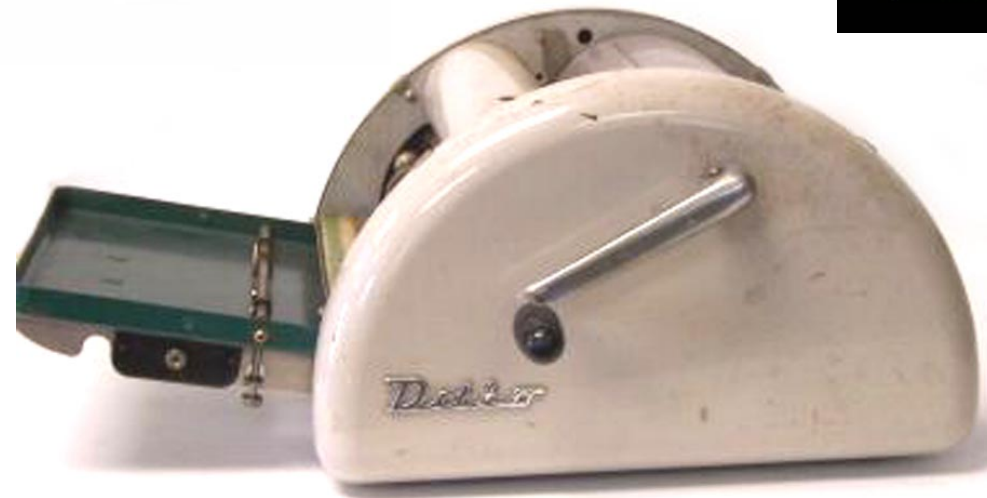
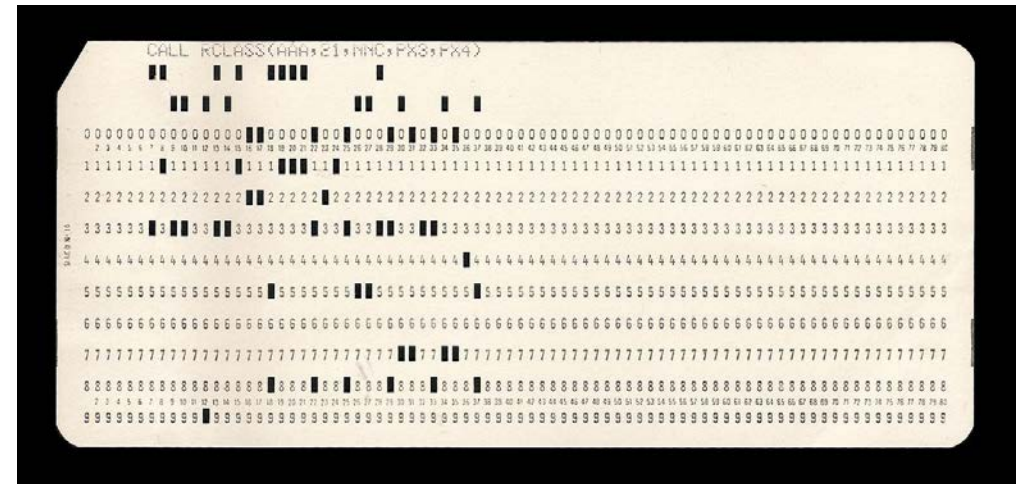
Developing a Purposeful Action Plan for Career-Focused Advising



Wendy G. Troxel, Director
NACADA Center for Research at Kansas State University

2017 AATN Conference
Honolulu, HI

Times have changed . . .





Kezar (2000) suggests that practitioners are uniquely positioned to describe complex scenarios in education . . .



NAACADA

THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

Overview for Today

- ▶ Research relevant to purposeful academic advising
- ▶ Emerging issues desperate for deeper inquiry related to advising students as they seek career guidance
- ▶ Your view from the front row
- ▶ Work time!

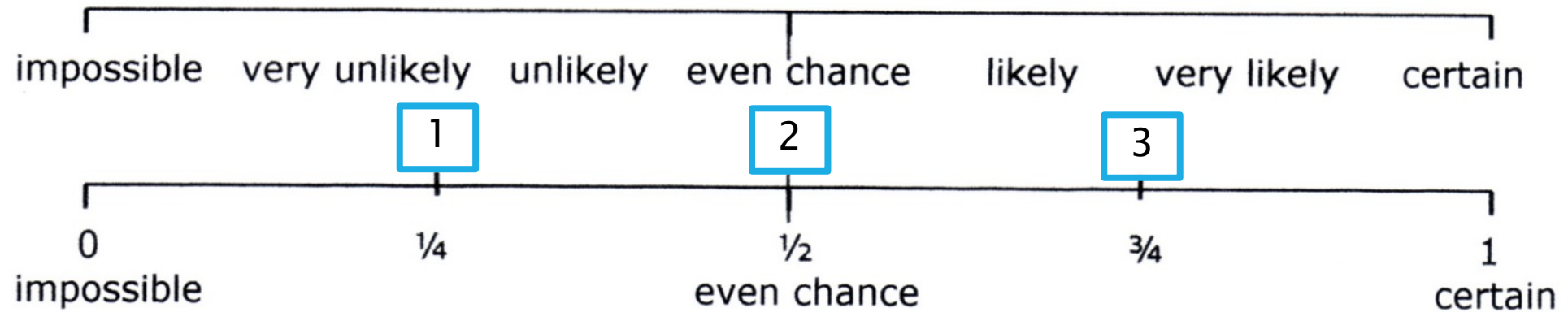


Kezar (2000) suggests that practitioners are uniquely positioned to *describe complex scenarios* in education that would benefit from systematic examination and analysis. (emphasis added)

Once Upon
A Time...



Likelihood of Success in College



“Success”





“Success”

✓ “On-time graduation” (4 yrs)

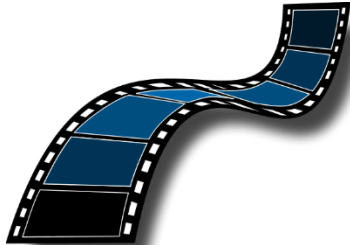
- At least a 2.0 gpa in GE & elective courses
- At least a 3.0 gpa in major courses

✓ “Purposeful choice of major”

“Jennifer” is social . . .



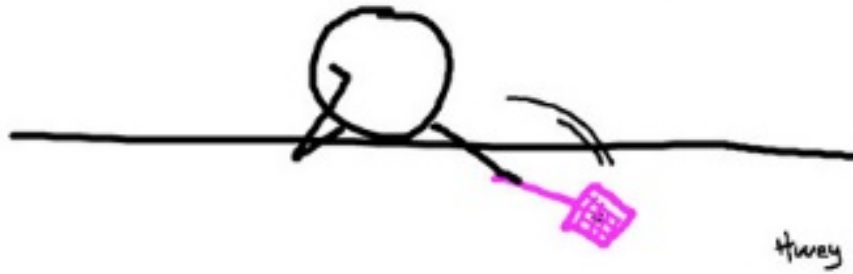
“Mario” is creative . . .



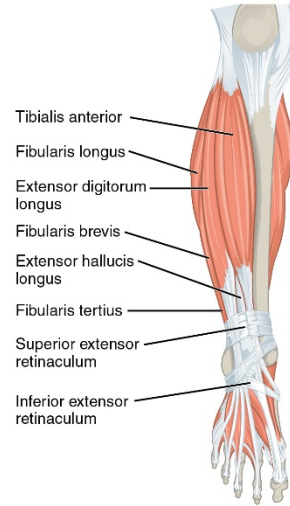
“Jordan” is self-sufficient . . .



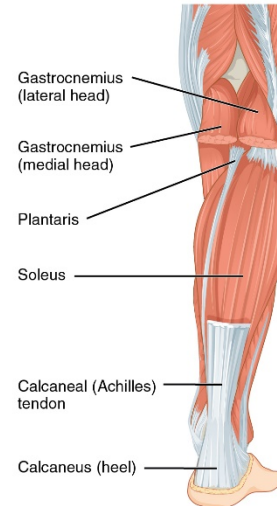
Sick of Studying.



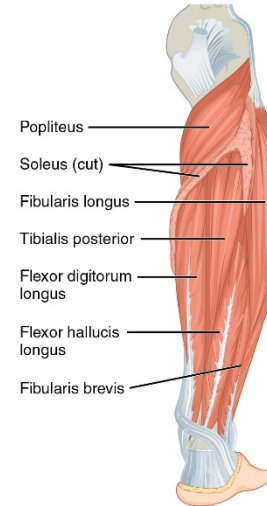
“Kathy” is relational . . .



Superficial muscles of the right lower leg (anterior view)

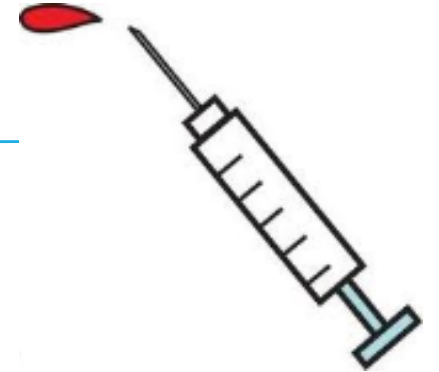


Superficial muscles of the right lower leg (posterior view)



Deep muscles of the right lower leg (posterior view)

“Bradley” is a problem-solver . . .



ARE YOU MAN ENOUGH...



Sang Kim RN
Cardiac Telemetry
Nurse
Snowboarder

Terry Misener RN, PhD
Dean, School
of Nursing
Retired LTC
U.S. Army

Yuri Chavez RN, CRNA
Nurse Anesthetist
2:54 LA Marathon

Roland Jonerson RN
Post Anesthesia
Recovery Nurse
Decorated Vietnam
Combat Medic &
Retired Major,
U.S. Army

Don Muccigrosso RN
Poison Specialist
Nurse
Harley Rider

Walter Moore, Jr RN
Intensive Care
Unit Nurse
U.S. Navy Seal
Team One

Bill Maddalena SN
Student Nurse
3rd Degree Black
Belt Karate

E. Ray Arriola RN
Cardiology Nurse
Rugby Right Prop

Jason Scott Carrick SN
Student Nurse
Basketball Power
Forward

...TO BE A NURSE?

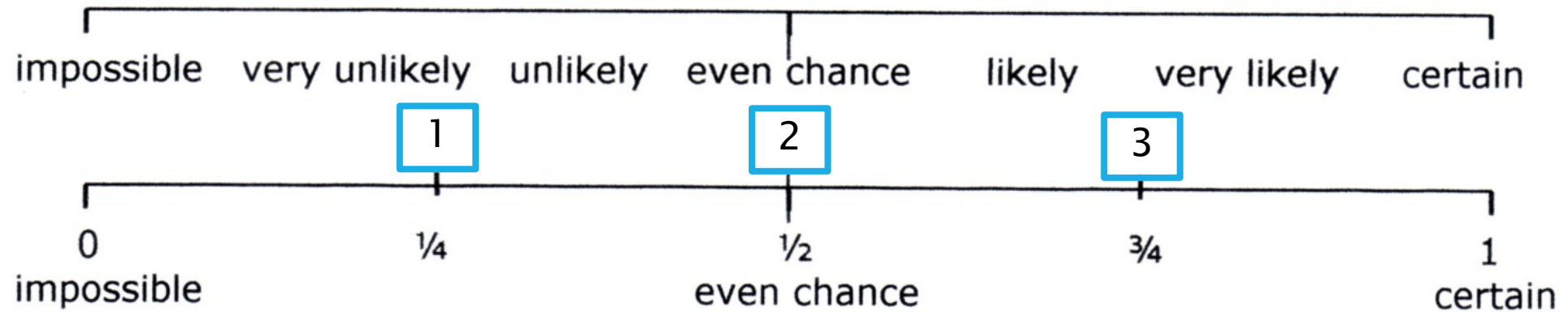
With intelligence, courage, and skill, and offers unlimited opportunity, consider nursing. For more information about careers in nursing, and educational and financial resources in Oregon, go to www.oregoncenterfornursing.org



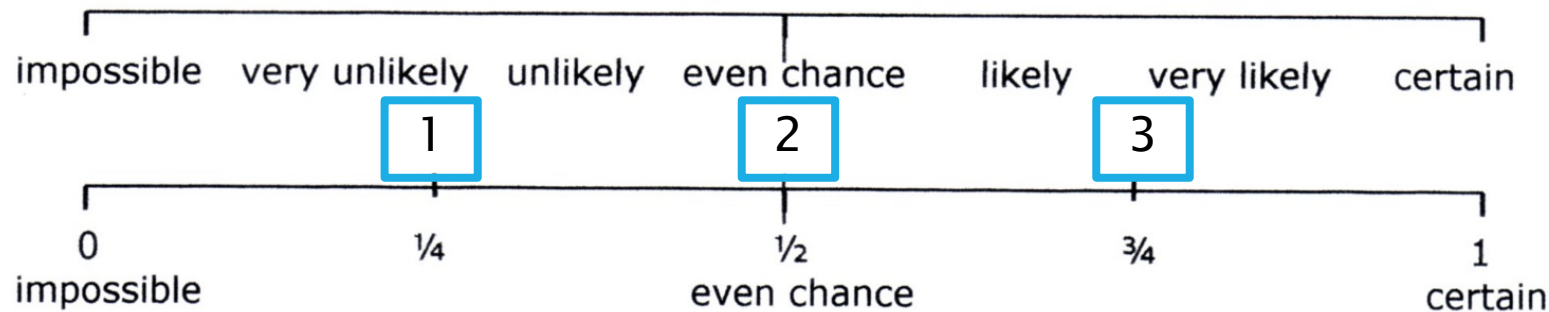
“Cheniqua” is analytical . . .



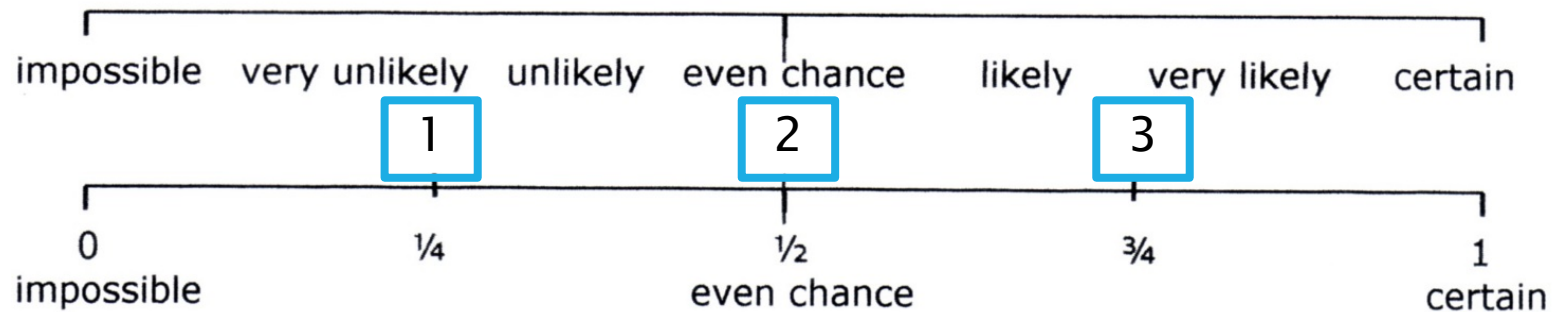
Likelihood of Success in College



- ▶ Jennifer is “social” (high school fun, except for classes)
- ▶ Mario is “creative” (future Steven Spielberg)
- ▶ Jordan is “self-sufficient” (sick and alone)
- ▶ Kathy is “relational” (anatomy & physiology trauma)
- ▶ Bradley is a “problem-solver” (no blood for me)
- ▶ Cheniqua is “analytical” (*Better Call Saul*)



- ▶ Jennifer is “social” (high school fun, except for classes)
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- ▶ Cheniqua is “analytical” (*Better Call Saul*)



What are the issues here?

- ▶ Has the “know how” but not the effort
- ▶ Satisfied with “average”
- ▶ Goals for the future aren’t articulated or worrisome
- ▶ Enjoys the social aspects of school

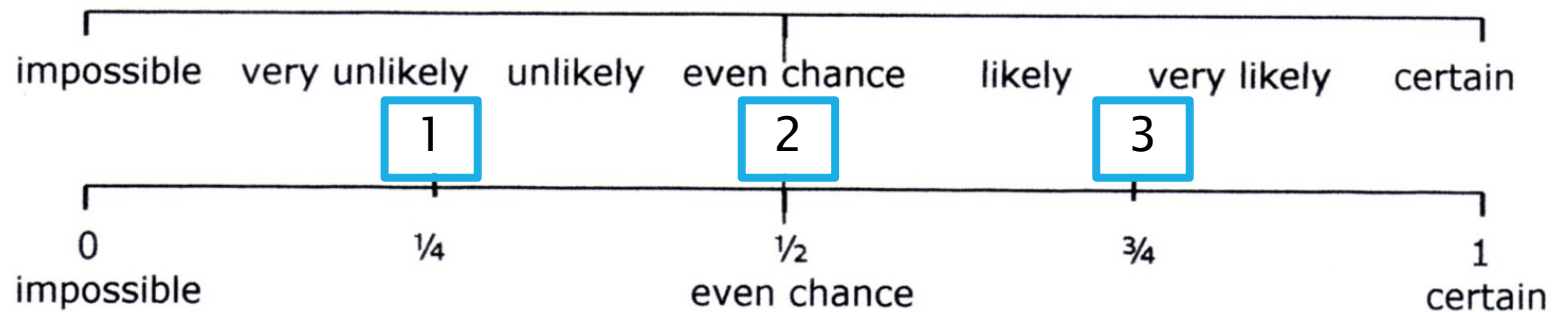




Individual Goals Matter

“ . . . generating reasons for attending university based on theoretical perspectives may not tap what students themselves are thinking when asked to freely list the reasons that brought them here . . . ” (Kennett, 2011, p. 6)

- ▶ Jennifer is “social” (high school fun, except for classes)
- ▶ **Mario is “creative” (future Steven Spielberg)**
- ▶ Jordan is “self-sufficient” (sick and alone)
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- ▶ Cheniqua is “analytical” (*Better Call Saul*)



What are the issues here?

- ▶ Motivated toward an academic goal in line with a career goal
- ▶ Has previous experience with the “stuff” of the field
- ▶ High energy for the institutional choice
- ▶ Can “see himself” in the space even before he gets there

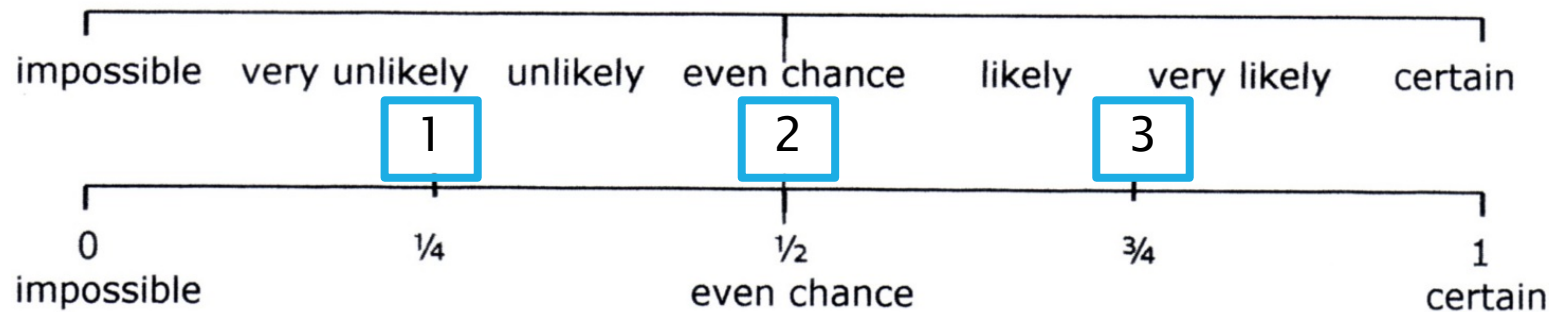




Confidence Matters (*no duh*)

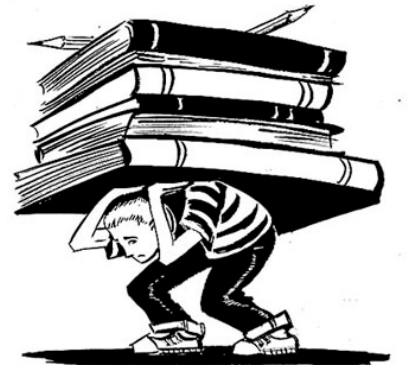
“Students who enter college with confidence in their ability to perform well academically do perform significantly better than do less confident students.” (Chemers, Hu, & Garcia, 2001, p. 61)

- ▶ Jennifer is “social” (high school fun, except for classes)
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What are the issues here?

- ▶ Emotionally fragile and physically sick
- ▶ Academically insecure
- ▶ Buried with expectations like never before
- ▶ Unsure and unclear of available resources
- ▶ Self-inflicted pressure to be self-sufficient

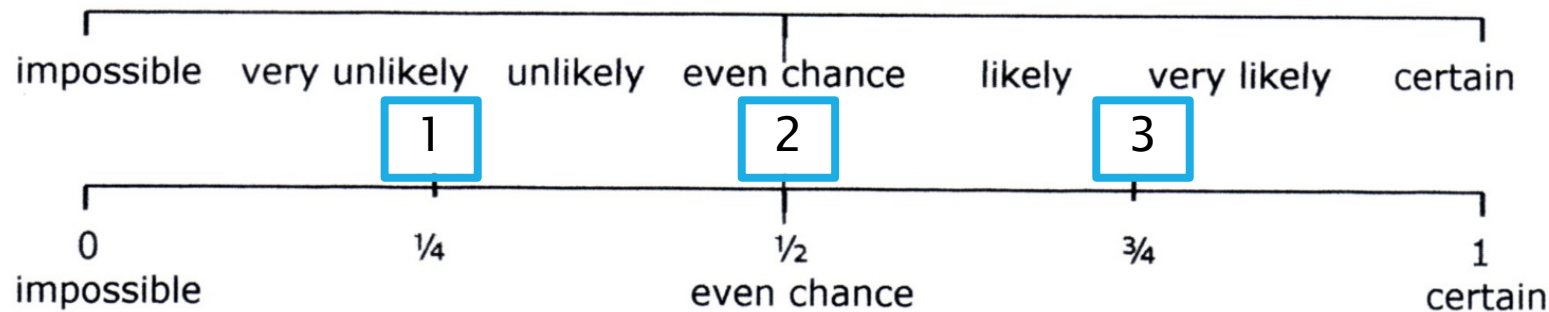




Body and Mind

“Students who reported having more health problems [during college] were also more likely to report lower levels of self esteem and optimism.” (Pritchard, Wilson, & Yamnitz, 2007, p. 15)

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- ▶ Mario is “creative” (future Steven Spielberg)
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- ▶ Cheniqua is “analytical” (*Better Call Saul*)



What's the issue here?

- ▶ Disconnect between career goal and academic ability

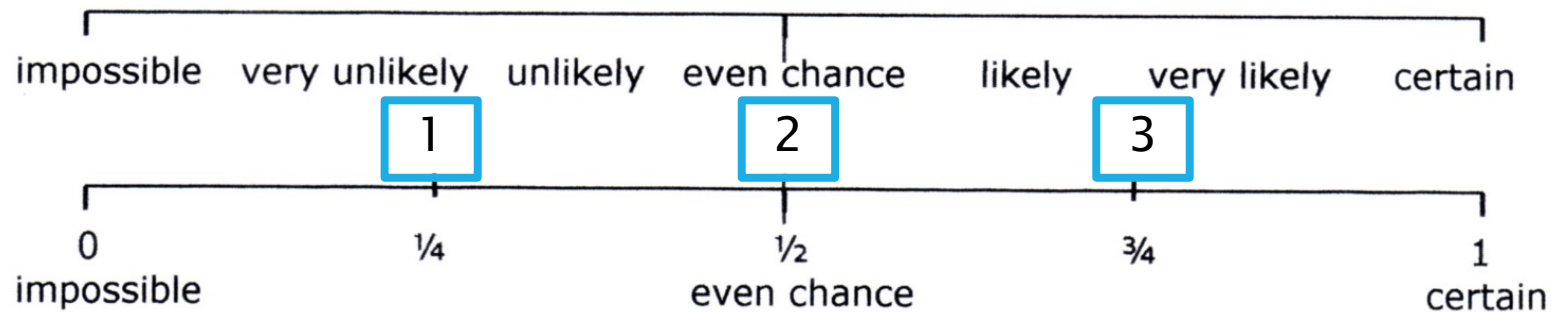




Switching Gears is HARD!

“ . . . Our models consistently demonstrate that adolescents do not easily adapt their educational expectations based on relevant information about their academic achievement.” (Andres & Hauser, 2011, p. 513).

- ▶ Jennifer is “social” (high school fun, except for classes)
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- ▶ **Bradley is a “problem-solver” (no blood for me)**
- ▶ Cheniqua is “analytical” (*Better Call Saul*)



What are the issues here?

- ▶ Searching but not finding
- ▶ Increasing pressure to “just choose something!”



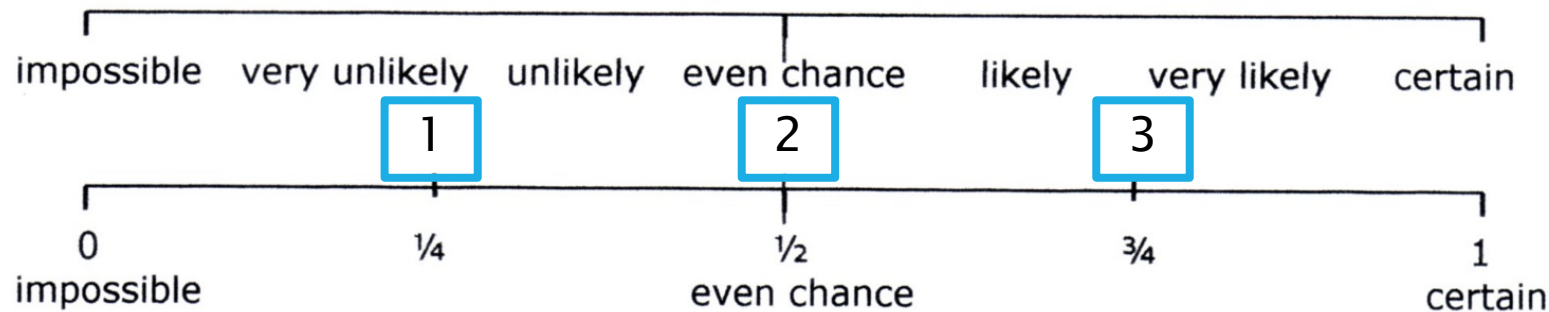


Urgency to Choose

“. . . more general educational goals may be unrelated to students' academic major certainty. In other words, a student may be committed to completing a bachelor's degree and be uncertain about the field of study.”

(Graunke, Woosley, & Helms, 2006, p. 14)

- ▶ Jennifer is “social” (high school fun, except for classes)
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What are the issues here?

- ▶ Motivated to succeed
- ▶ Takes responsibility for her own learning
- ▶ Is aggressive and intentional toward a future career





I belong here . . .

“Sense of belonging engenders achievement and student success.” (Strayhorn, 2015, p. 60)



“Jennifer” is social – but academically uninterested in HS

“Cheniqua” is analytical” – pre-law with a summer internship

“Mario” is creative – declares an exciting major first thing



“Bradley” is a problem-solver – wants nursing but then no . . .

“Jordan” is self-sufficient but gets mono first semester

“Kathy” is relational, wants PT but can’t pass A&P

Corey is social – but was academically uninterested in HS

Corey is analytical – pre-law with a summer internship

Corey is creative – declared an exciting major first thing

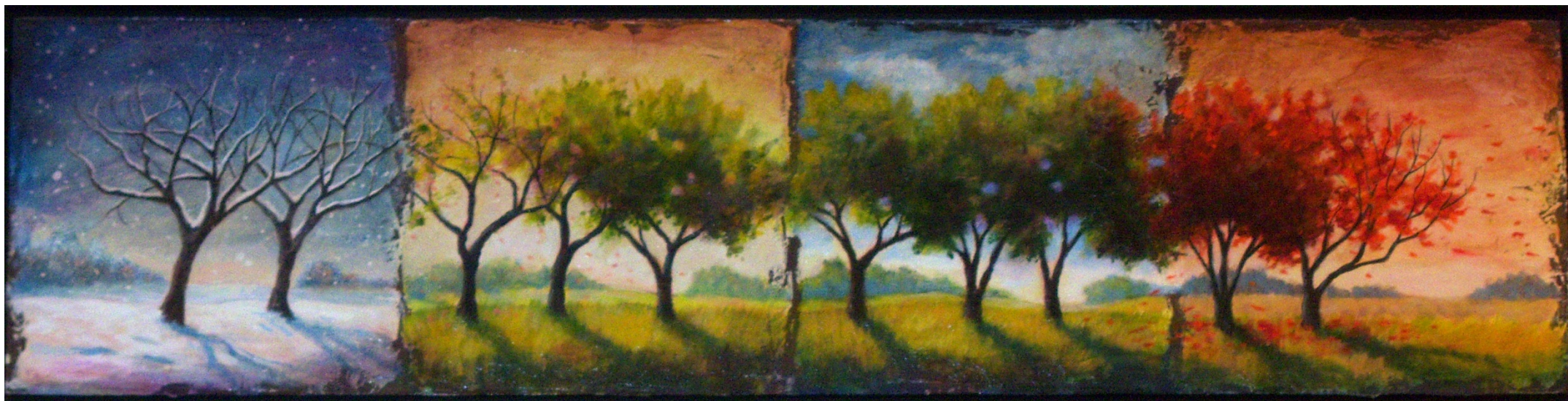


Corey is a problem-solver – wanted nursing but then no . . .

Corey is self-sufficient but got mono first semester

Corey is relational, wanted PT but couldn't pass A&P

“Seasonal Identity”

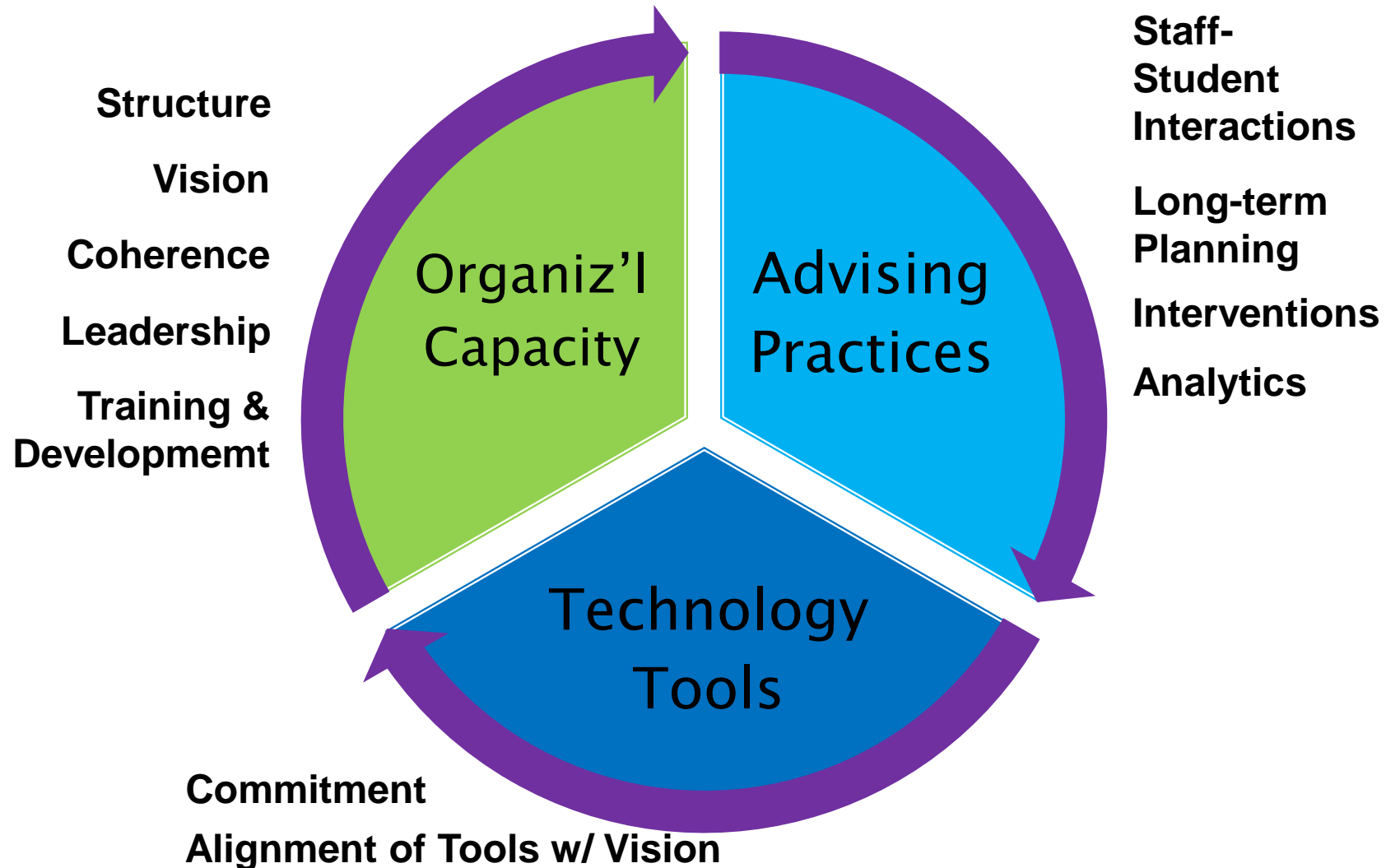


“Overall . . . higher levels of institutional commitment and commitment to obtaining a bachelor’s degree were significant predictors of degree completion. . . *not necessarily their commitment to a specific major.*”

(Graunke, Woosley, & Helms, 2006, p. 16)



Organizing for Success



“Plan Early and Plan Often”

- ▶ Entire campus must build capacity, change practices, and implement the right tools
- ▶ Entire campus commits to culture change



What is “success”?

- ▶ **Still illusive from an “evidence” standpoint**

“A classroom is a place where every possible variable is actively varying.” (Barbara Woolvard)

Reimagining Organizational Success

Organizational Capacity	Current design and structures	What's already working well?	What needs to be addressed?	"Who else cares?"
Does our campus have a shared vision for academic and career advising?				
If our campus has a shared vision (above), how is it communicated structurally? If not, what structures need to be revised?				

Afternoon Activities

- ▶ Morning: identifying the campus-based issues and “improvement agents” who ought to be involved (at your phase of readiness)
- ▶ Afternoon: we’ll review the DRAFT “Purpose First” document, and then allow for more group time for further development of your Campus Action Plans



Work time!!



This we know . . .

1 Students matter.

2 Academic relationships matter to students.

3 Success leads to persistence.

4 Persistence leads to retention.



BELONGING

friendship

factions

class

treaty

alienation

culture

isolation

religion

conventions

disaffection

inclusion

exclusion

traditions

customs

community

comradeship

estrangement

brotherhood

ethnicity

unity

family

nationality

bullying

alliance

separation



NEXT!!!



WHEN YOU ENTER THIS OFFICE

YOU ARE RESPECTED

YOU ARE VALUED

YOU ARE HEARD

YOU MATTER

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FOR ACADEMIC ADVISING

I ENCOURAGE QUESTIONS.

I ENGAGE STUDENTS.

I SUPPORT CRITICAL THOUGHT.

I BOOST SPIRITS.

I INSPIRE DREAMS.

I CULTIVATE LEARNING.

I ADVISE

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FOR ACADEMIC ADVISING

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