

*“Where Academic Advising Ends &
Counseling Begins...”*

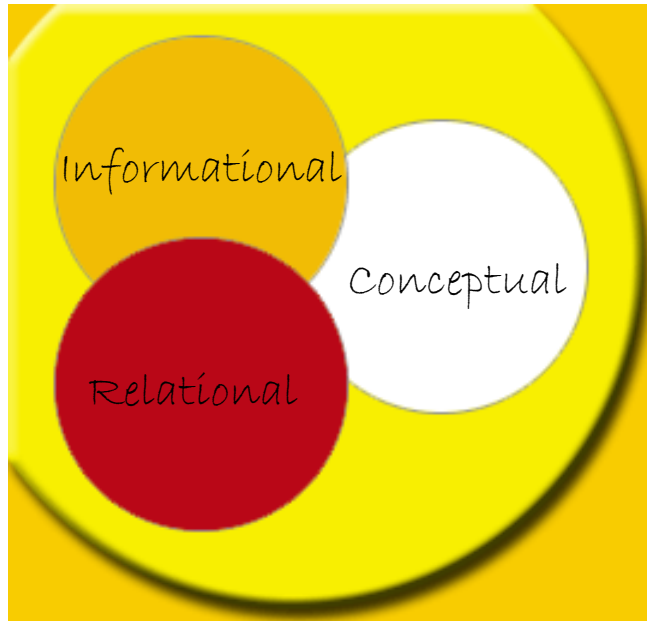
DALLAS COUNTY COMMUNITY COLLEGE
DISTRICT

June 8, 2007

Bill J. Priest Institute
Advisor Training Session

Curtis Hill, Ed.D.

Facilitator



Academic Advising: A Developmental Process

OBJECTIVES:

1. Review History of Advising
2. Review Core Components of *Developmental* Advising
3. Explore the *Informational*, *Conceptual* and *Relational* Components
4. Apply Theory to Daily, Practical Advising Situations
5. Understanding the role of Academic Advising versus Counseling

Academic Advising is the *only structured* activity on the campus in which *all students* have the opportunity for *on-going, one-to-one* interaction with a *concerned* representative of the institution.



*Habley, Wes R. (2004). Realizing the Potential of Academic Advising
NACADA Summer Institute, St. Charles, IL.*

Advising is concerned with facilitating the student's:

- ✓ rational processes
- ✓ environmental and interpersonal interactions
- ✓ behavioral awareness
- ✓ problem-solving, decision-making and evaluation skills.





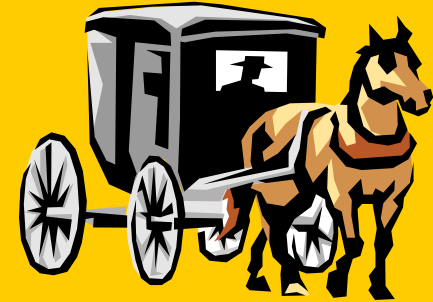
The Emergence of Advising

An approach that grew out of...

- A slight increase in faculty and student involvement in the 1930's, Focused primarily on academic issues
- The passage of the G.I. Bill in the 1940's introduced education to a much wider variety of students.
- In the 1950's federal dollars began to define more specialized populations of students.
- As multicultural students, women, and students with disabilities began enrolling, changes in the structure of student support services became necessary, such as *academic advising*.

History of Advising

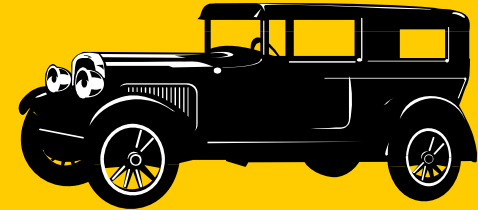
ADVISING BEGAN BEING DEFINED IN THE 1960's



- **FOCUSED ON REGISTRATION PROCESS**
- **FOCUSED ON ENROLLMENT FUNCTIONS**
- **MAINLY HELPING STUDENTS IN THE
SELECTION OF COURSES.**

History of Advising

INCREASED ATTENTION ON RETENTION



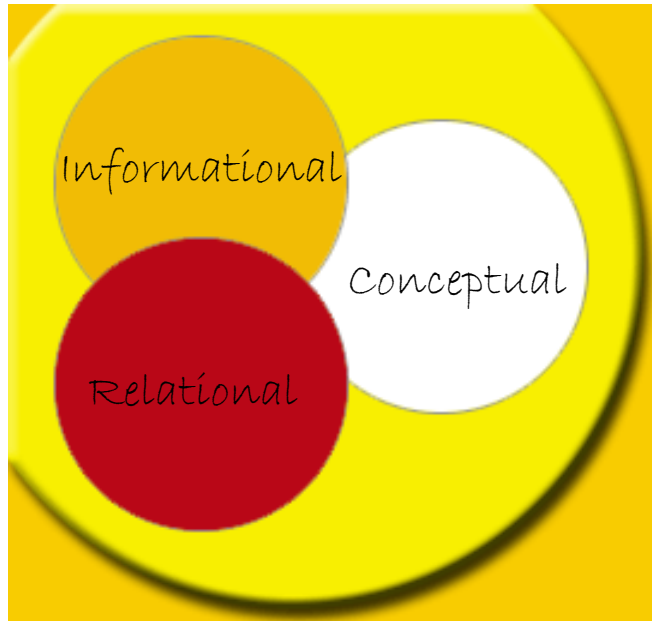
- **1970's ALEXANDER ASTIN, UCLA
(INVOLVEMENT THEORY)
“PREVENTING STUDENTS FROM DROPPING OUT”**
- **1980's NATIONAL CENTER FOR EDUCATIONAL
STATISTICS (NCES):**
 - 1. 60% OF STUDENTS LEAVING THEIR 1ST COLLEGE;**
 - 2. 50% OF ENTERING STUDENTS NOT EARNING A
DEGREE**

Core Components of Developmental Advising

Remember *O'Banion's* Model



In some ways, it parallels Maslow's Hierarchy



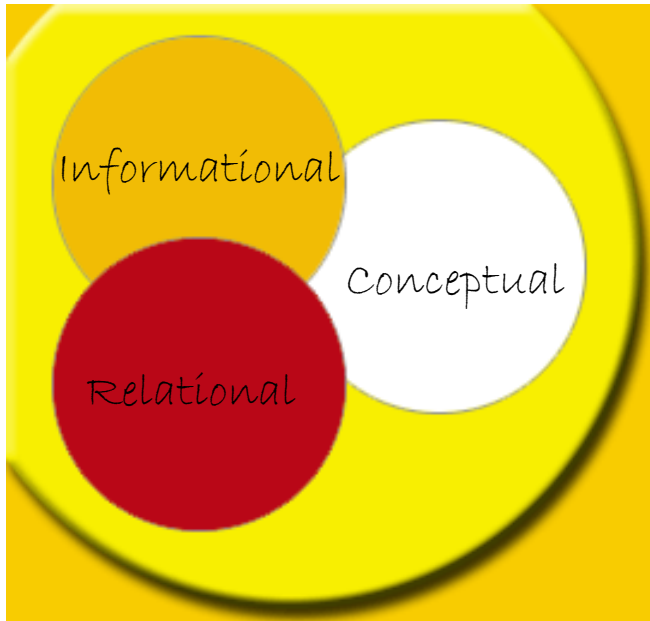
Advisor Development

Educational Planning – More than course selection; Learning Styles; Study Skills; Interest Inventories

Career Planning – World of Work Map; Career Exploration; Job Research; Shadowing; Internships

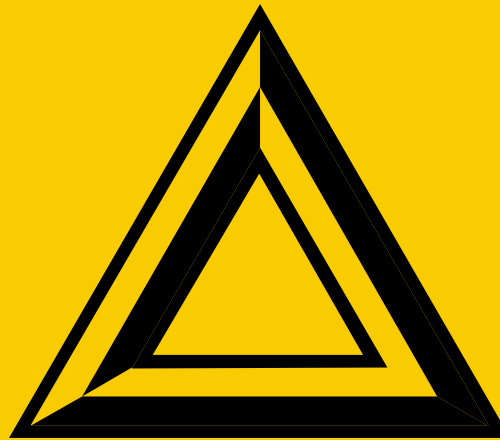
Personal Growth and Development – Personal Goal Setting; Transferable Skills; Integration into Values and Beliefs

Advisor Development

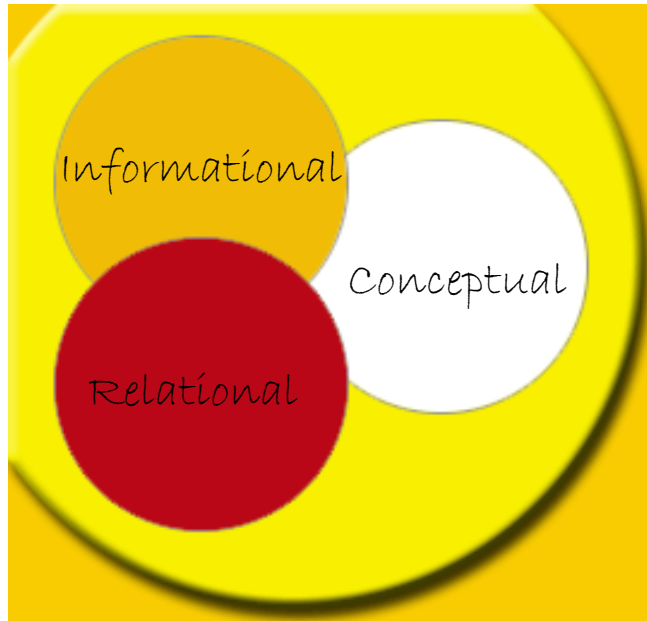


- Placement Scores
- Schedule of Classes
- Location of Services
- Degrees Offered
- Program Selection
- Scheduling of Classes

INFORMATIONAL



Advisor Development

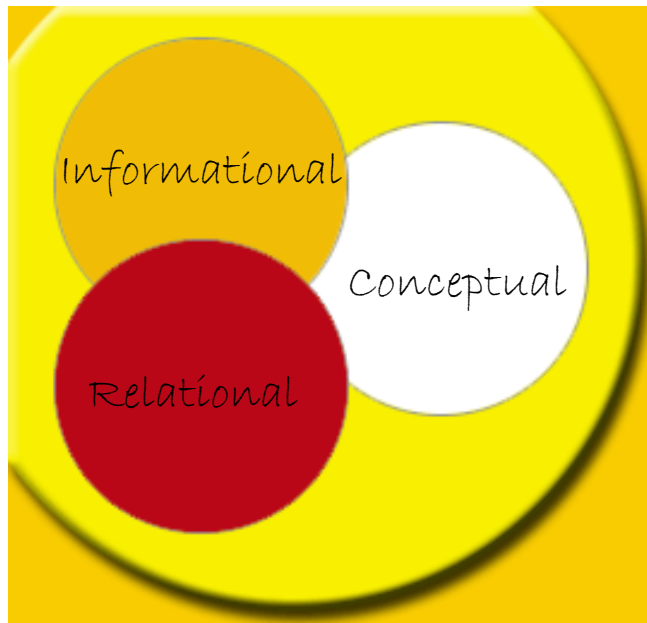


- Orientation to College
- Understanding of how it all fits
- Linking of Major to Career
- Transferable Skills
- Study Skills/Time Management
- Career Exploration
- Building Personal Resources

INFORMATIONAL



CONCEPTUAL



Advisor Development

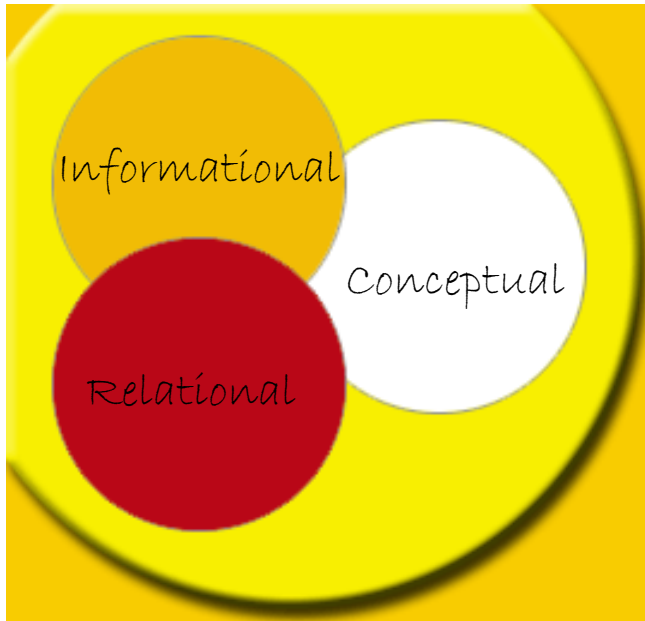
Career Planning - World of Work Map...
A CONCEPTUAL COMPONENT

Use of the *World of Work Map* assist students in breaking the ENTIRE world of work into more manageable, understandable pieces. While Harris-Bowlsbey used this model to illustrate great detail of Holland's Six Types, a skilled advisor may also use components for generalized conversations, or more specific and personalized exploration.

R – Realistic
I – Investigative
A – Artistic
S – Social
E- Enterprising
C - Conventional

The discussion begins with
an explanation of Holland's Six Types.

Advisor Development



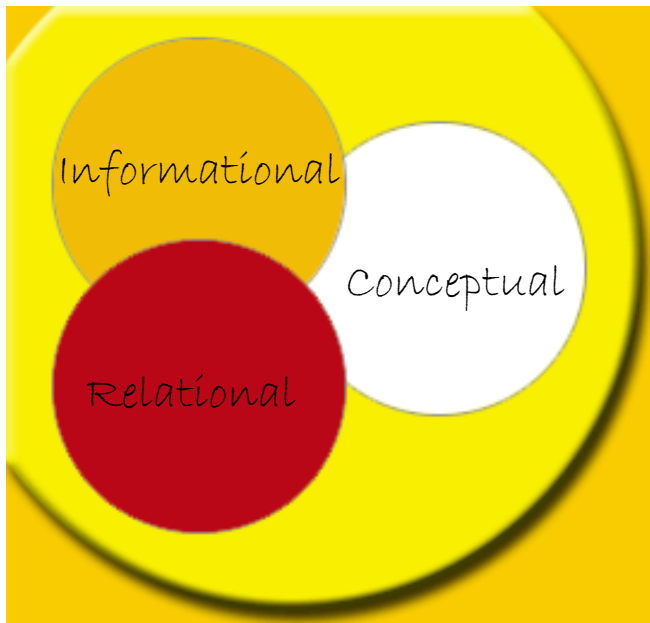
INFORMATIONAL

- Establishing Professional Relationships
- Interpersonal Communication Skills
- Connection to Campus
- Building of Personal Resources
- Personal Relationships with Peers



CONCEPTUAL

Relational



Advisor Training is Essential For a Quality Advising Program

- **Informational:**

What information do advisors need to know about in-house programs and policies?

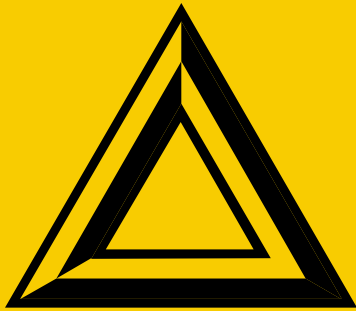
- **Conceptual:**

What concepts like *developmental advising* do advisors need to know?

- **Relational:**

What skills do advisors need to relate effectively with their advisees?


INFORMATIONAL



CONCEPTUAL

Relational

King, M. (2000). Designing effective training for academic advisors. In Gordon, V.N. & Habley, W.R., & Associates (Eds.), *Academic Advising: A Comprehensive Handbook* (pp.289-97) .
San Francisco: Jossey Bass



A Common Understanding and Picture of Advising

*Our values for Academic Advising is influenced by
our own experience as undergraduates.*

A Few Key Factors:

- ✓ Positive or negative?
- ✓ Type of program and institution
- ✓ Your role as an advisee
- ✓ Your familiarity with the campus
- ✓ Other support systems in place



Activity:

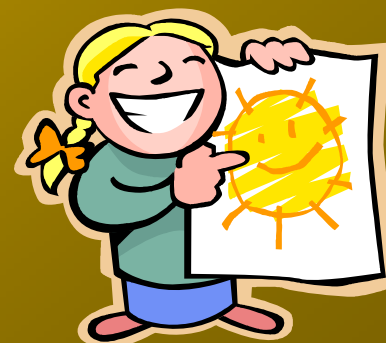
Create a "Picture" of Advising at the Typical College

Who – Counselor, Advisor, Faculty, Peers, Parents, Friends

What – Orientation to College, Degree Planning, Discipline Specific Info

Why – Mandatory, Gate Keeping, Student Sought, Linked to Career Planning

How – In Groups, By Deans, Monthly, or at the End





Are you in over your head?

The line between traditional academic advising or mentoring and counseling is often blurred.

You're probably in over your head if...

- ✓ The situation is life threatening.
- ✓ Your “rescue fantasies” are getting the better of you.
- ✓ Things in your personal life are getting triggered.
- ✓ You experience strong emotions towards your advisee.
- ✓ You find yourself caught up in keeping secrets that make you uncomfortable.
- ✓ The advising relationship is demanding too much of your time and energy.
- ✓ You **feel** like you're in over your head. 😊



Advising vs. Counseling

Although academic advisors should not provide individual or personal counseling, they are in a unique position to recognize symptoms of mental and emotional distress.

- ✓ Drinking too much and/or taking drugs
- ✓ Problems with eating or sleeping
- ✓ Difficulty concentration; Performing poorly at work and/or school
- ✓ Experiencing a crisis or stressful event, such as a death in the family, divorce, or break-up
- ✓ Conflict with a significant other
- ✓ Feeling helpless or hopeless
- ✓ Low self-esteem
- ✓ Physical, sexual, and/or emotional abuse
- ✓ Thoughts of suicide



Advising vs. Counseling

The role of the advisor is to be knowledgeable about the symptoms or mental distress, so that it can be recognized in student's.

- ✓ Changes in a student's physical appearance or hygiene
- ✓ Weight gain or loss
- ✓ Extreme changes in academic performance
- ✓ Dependency (or excessive visits to advisor)
- ✓ Nervousness



How to Make Effective Referrals: A Three Step Framework

“Typical advising sessions can quickly turn into crisis points when students’ conversations lead to disclosure of personal concerns and struggles. When mundane advising issues are pushed aside with student crisis, advisors must know how to effectively refer those students for help.”

Effective advising referrals usually involve the following three steps:

1. **TRY** to put yourself in the students’ shoes and communicate understanding.
2. **THINK** what resources are available to help with this issue and normalize the service.
3. **TRANSITION** from the advising office to other resources.