

# Academic Advising: Connecting to Learning and Student Success

Mississippi University for Women

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Making the simple  
complicated is commonplace.

Making the complicated  
simple, awesomely simple,  
that's creativity.

Charles Mingus

*People will forget what you say.  
They will even forget what you  
do. But they never forget how  
you made them feel*

*Maya Angelou*

## **Dec. 2004 – Pell Institute Study – What Institutions With Higher Than Expected Graduate Rates Have In Common:**

- ❖ High student participation in advising and counseling opportunities**
- ❖ Intentional Academic Planning**
- ❖ Educational innovations to assist students**

## **July 2004 – Pell Institute Study**

### **Institutions Focused on Student Retention and Persistence:**

- **Teach students how to effectively make decisions and maneuver the system**
- **Teach students how to make decisions about career and/or majors**
- **Teach students how to identify and utilize campus resources and assistance**

*“We are **interpreters** who help students **navigate** their new world. As such, we have to teach students to make connections.”*

Nancy King

Kennesaw State University

# *“What Do Students Want?”*

- *Accurate Information*      *“Do We Know?”*
- *Accessibility*              *“Are We There?”*
- *Caring Attitude*            *“Do We Care?”*

**Connections that contribute to the teaching and learning mission of the institution and student success are:**

Student-centered processes




Facilitate behavioral awareness and problem-solving, decision-making and evaluation skills

Encourage both short-term and long-term goal-setting

Make the students feel that they “matter”

Stress the shared responsibility between the student and the campus, with an emphasis on the campus helping the students to make decisions for themselves and teaching them the skills and knowledge they need make decisions and be successful.

## **Academic Advising** helps students:

-  make sense of their experiences
-  derive meaning from their experiences
-  make decisions about their experiences

- ✚ Academic advising engages students beyond their own aspirations, while acknowledging their characteristics, values, and motivations as they enter, move through, and exit the institution.

NACADA Concept Statement on  
Academic Advising, 2006

# Five Strategies for To Focus on Student Success

# 1. Adopt a Talent Development Approach to Advising

- ***Know your students***
  - ***Who are they? What are they telling you?***
    - ***An entitlement mentality***
    - ***Cumulative deficits in attitudes, study habits, academic skills***
    - ***More diverse than previous groups***
    - ***Techno-savvy “NetGens”***

# 1. Adopt a Talent Development Approach to Students

- ***Meet students “where they are” – academically, socially, psychologically, culturally***
- ***Set high expectations – challenge, implore, cajole, and support***

## 2. Make Student Success a Tag Team Activity

- *Share responsibility for student success*
- *Draw on multiple sources of expertise and perspectives on students*

### **3. Help Students Map Out a Path to Success**

- *Draw a Map for student success*
- *Teach newcomers about the campus culture*
- *Emphasize student initiative*
- *Point students to programs, resources, and activities that work*

#### **4. Make Every Interaction Meaningful**

- ***Participate and connect before college and during orientation***
- ***Provide accurate information***
- ***Push Students to THINK!!***
- ***Develop peer mentoring programs***
- ***Imbed success and learning into a first-year program***
- ***Encourage students to experience diversity early***

## **5. Focus on Culture Sooner Than Later**

- ***Identify cultural properties that impede advisor effectiveness and student success***
- ***Expand number of cultural practitioners in advising***
- ***Install an ethic of positive cultural communication***

*“The greater understanding we have concerning the history, experience, and culture of those we serve, the more effective we become.”*

Blane Harding

Colorado State University

2005

**“As Aristotle said, “We are what we repeatedly do. Excellence , then, is not an act but a habit”.**

**Student success should not be a concept we discuss, but a habit we practice**

**Blane Harding (2005) Colorado State University**