

17th Annual UWSP Teaching Conference
Education As Transformation
January 15, 2013

Teaching Students to be Responsible Advisees

10:45-11:45 - *Redefining The Classroom*

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Student Academic Advising Center

Redefining the Classroom: The Concept of “Advising As Teaching”



Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes. NACADA

Student Academic Advising Center

- Pedagogy: Developmental><Prescriptive
- Curriculum: 3 Semester Plan
- Learning Outcomes: SAAC Syllabus
- Assessment: Current Advisee Satisfaction and Declared Advisee Exit Surveys

Pedagogy of Advising/Teaching

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| <ul style="list-style-type: none">• Prescriptive<ul style="list-style-type: none">• Course selection• Expert advice• Developmental<ul style="list-style-type: none">• Whole person• Guide | <ul style="list-style-type: none">• Instructional<ul style="list-style-type: none">• Solely lectures• Teacher as expert• Learning<ul style="list-style-type: none">• Teacher as facilitator• Dynamic interactions |
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Curriculum

SAAC “3 Semester Plan”

Semester 1: Adjustment & Awareness

Semester 2: Exploration

Semester 3: Decision

Learning Outcomes

Advising Syllabus

Contact/Appointment info

SAAC Mission

Advising Philosophy

Advisor/Advisee Responsibilities

Goals and Expected Outcomes

Resources

Curriculum Facilitation

- Orientation
- New Student Meeting/Majors Fair
- Appointments with peer mentors
- Individual advising appointment with professional advisor
- Regular communication via email
- MAPWorks surveys
- Students on probation – Back on Track/meeting with advisor
- Students changing majors

Freshmen Orientation

- Large group w/ students and parents w/ all SAAC advisors
 - OK to be undeclared, syllabus, what to expect first semester, GDRs/liberal arts education, major><career connection, high school><college difference; their responsibility in the advising process

Materials: Powerpoint, Semester Calendar, Syllabus, 3 Semester Plan

- Parents dismissed; Groups of 4-10 students/advisor
 - success tips/balance, $120 = \text{GDRs} + \text{major/minor/electives}$; GDR booklet
- 1 x 1 advising
 - Student background/interests/skills, potential majors, course selection

Materials: Freshmen Profile, GDR Booklet, Advising Worksheet

New Student Meeting/Majors Fair

- Groups of 20 students/advisor + peer mentor
 - 3 Semester Plan, DPR, Timetable, SAAC website, Career Services, Tutoring-Learning Center, Advising appt. preparation
- Majors Fair
 - Escorted there by peer mentors, given tips for success

Materials: Powerpoint, Yellow folders

Peer Mentor/Advising Appointments

- 2-4 students/peer mentor
 - myPoint, strategies for scheduling courses, DPRs, GDRs, value of liberal arts education, degree types, 120 credits, placement scores, prepping for advising appt.
- Materials: bank of computers, yellow folders, blank schedule sheet
- 1x1 appointment with professional advisor
 - adjustment to UWSP (roommate, study skills/time management, courses) , MAPWorks results, perspective majors, course selection, extra-curricular involvement, other commitments, study abroad)
 - Materials: Freshmen Advising worksheet, DPR, Freshmen Courses sheet, SAAC Advising Record

Communication

- Emails:
 - Semester Start-up Reminders (schedule changes, clear drop/add deadlines, placement exam info)
 - Mid-semester Reminders (W-drop/add deadlines, placement exam info, preparing for advising appt.)
 - End-of-Semester Info (changing your schedule, closed/PR course tips,
 - Break Homework (exploring major and careers)
- [SAAC Website](#)
- PM referrals: welcome to campus, reminders to complete tasks, checking-in, scheduling follow-up appt.

Students on Probation

- Letter/email/call
 - Back on Track workshop
 - Normalizing academic struggles, TLC resources, successful semester tips
- Materials: TLC brochures, Tips handout
- 1x1 Advising Appt
 - Reflection on last semester, study habits, skills><interests, action plan, schedule adjustments

Materials: Probation worksheet

Assessment 1

Current Advisee Satisfaction Survey (paper) during spring semester in alternate years:

Please take a few minutes to complete this questionnaire. Your responses will help us to better serve you. Thank you!

What is your current class standing? Freshman Sophomore Junior Senior

How many times have you met with your advisor this year? Once Twice Three times More than three times

Please mark the "Y" column for resources you found most helpful for money/career exploration or other support. Please mark the "N" column if you are unfamiliar with that particular resource.

<input checked="" type="checkbox"/>	Resource	<input type="checkbox"/>	Resource
	SAC Handbook		SAAC Website
	Career Exploration Course (INFO 101)		Career Services Office/Career Assessments
	Career Services Counselor		Career Services Website
	Advice		Classmates/Friends
	Faculty/Instructors		Family
	Academic Hall Staff (AMERICA FIRST)		Academic Department Websites
	Counseling Center		Degree Progress Report
	UWSP Catalog		Tutoring/Learning Center
	Other (e.g. courses, websites, workshops, etc.). Please specify:		Work/Volunteering, Student Organizations

Was there anything useful and address during your advising appointment below that would have been helpful? (Continue on back if necessary)

Assessment 2

Exit Survey (via email "Select Survey") sent Spring semester to students who have declared during the past academic year:

By the time I declared my major, I:

- Understood the purpose of the general degree requirements as a foundation of a liberal arts education;
- Knew how to use myPoint to find information that relates to my academic success (e.g. registration, UWSP catalog, policies and procedures, etc.);
- Was familiar with campus resources available to me (e.g. TLC, Counseling Center, Career Services Office);
- Was familiar with the requirements for majors and/or minors I declared;
- Felt the major I chose reflects my personal interests, skills, and abilities;
- Understood the importance of taking part in experiences outside of the classroom (such as career exploration workshops, student organizations, sports, work/volunteer activities);
- Felt that academic advising plays an important role in my college experience.

Which of the following statements comes closest to how confident you feel about your choice of majors?

- Very uncertain; I think I need to explore more options
- Fairly certain; I think this is what I want, but I might change
- Quite certain; I doubt I will change
- Absolutely certain I will graduate in this major

Why did you choose your current major? Please select all that apply:

- My major represents my interests
- My major is in an area in which I have ability
- I have experience in this field
- My major represents my values
- The job market prospects are promising
- There is potential for earning a lot of money
- To complete a degree as soon as possible
- Other (please specify):

Did you feel pressured to choose your major?

If you felt pressured, could you explain how/why you felt pressured?

**What Student Academic Advising Center resources did you find most helpful?
(Please check all that apply):**

SAAC Resource:

- SAAC Advisor
- SAAC Peer Mentor
- SAAC Handbook
- SAAC E-Newsletter
- SAAC Website
- SAAC Facebook Page
- SAAC Virtual Advising
- Majors Fair
- Online Career Exploration Resources

Other, please specify:

Career Services
Career Assessment Test

What was your overall experience with your SAAC Advisor:

- My SAAC Advisor was informative and helpful.
- I would recommend my SAAC Advisor to other students.
- I was satisfied with the advising I received from my SAAC Advisor

Redefining The Classroom

"Think of academic advising as a course offered to our advisees. We should think of ourselves as teachers, our advisees as students, our offices as classrooms, and student growth – along several dimensions – as the learning outcome of the class."

Ramos, B. (2004). O'Banion revisited: Now more than ever. *National Academic Advising Association Journal*, 14, 89-91.