



Progression of Undergraduate Student Advising Needs

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Who Advises Students?





What is Academic Advising?

- Process that informs, suggests, counsels, disciplines, coaches, mentors, & teaches students how to develop themselves during higher education
 - Grites, Gordon, & Habley, 2008
- Directing student behavior toward activities that nurture & support success toward:
 - Educational goals
 - Career goals
 - Life goals
 - Campbell & Nutt, 2008



Advising Facts

- Faculty responsible for 75-90% of academic advising
 - Allen & Smith, 2008
- 88% of undergraduates take advantage of advising services
 - Kuh, 2008
- National studies indicate student satisfaction with academic advising is low
 - Low, 2000

Why is Advising Important?

- Academic advising in higher education is critical to:
 - Student success
 - Student satisfaction
 - Student retention





Theoretical Framework

- Perry's Theory of College Student Development (1970)
 - Cognitive development
- Chickering's Theory of Student Development (1969)
 - Psychosocial development



Perry's Theory of College Student Development

- Describes how college students progress in thought development
- 3 Stages
 - Dualism
 - Right vs. wrong= 1 answer
 - Multiplicity
 - Everyone entitled to an opinion
 - Students may rebel at faculty criticisms/opinions
 - Relativism
 - Opinions based on values, experiences, reflection, & knowledge



Chickering's Theory of Student Development

- Describes areas of development in college students
- 7 Vectors
 - Developing competence
 - Managing emotions
 - Autonomy towards independence
 - Mature interpersonal relationships
 - Establishing identity
 - Developing purpose
 - Developing integrity



Styles of Advising

- **Prescriptive**
 - top-down approach
 - Doctor/patient relationship
- **Developmental**
 - Focuses on growth of whole student
 - Decision making is left to students
- Intrusive
- Strengths-based
- Praxis
- Social constructivist

Progression of Advising Needs

- Earning degree takes multiple years
- Different stages in degree progress require different types of advising
 - Berdahl, 1995



Who Benefits from Prescriptive Advising?

- Freshmen, sophomores, & transition (Smith, 2002)
- Male students (Light, 2001)
- Sensing & thinking personalities (Crockett & Crawford, 1989)
- Cultures that show high levels of respect for authority (Hispanic, Latino, Non-western, etc.)
- Dualism stage; early vectors of development

Makes Decisions by:	Thinker Uses their heads. Go with what makes sense is persuaded by facts, figures, and statistics. Logical. Straight-up and core. Task-focused.	Feeler Uses their heart. Go with what feels right is persuaded by emotion. Relies on intuition. Relationship-focused. Approaches other viewpoints. Starts w/ questions then moves to conclusions.
Energized by:	Introvert Keeps feelings inside. Listen more than they talk. Likes to work solo, tend to be private. Use memos and e-mails, think before talking.	Extrovert Loves to communicate. Is talkative. Invites others. Needs to be a public person. Wants face-to-face contact. Talks first - then asks.
Resolves Issues by:	Judger Works towards a solution. See a better future. Believes there is a final resolve. Believes deadlines are important. Likes complete projects. Dogmatic. Wants conclusion.	Perceiver Keeps options open - may procrastinate. Feels motivated by questions and decisions. Flexible - may be seen as wily/sneaky. Believes one is malleable and deadlines flexible.
Pays Attention to:	Sensor Prefers facts, evidence, examples. Asks questions like "what" and "how". Interested in what can be proven and what has been experienced.	Intuitive Prefers "Big Picture" ideas first. Asks questions like "why". Interested in long term and future possibilities. Uses metaphors and analogies.





Who Benefits from Developmental Advising?

- Juniors & seniors (Smith, 2002)
- Female students (Light, 2001)
- Intuitive & feeling personalities (Crockett & Crawford, 1989)
- Cultures that are more group oriented (Asian, Pacific Islanders, etc.)
- Relativism stage; later vectors of development



Makes Decisions by:	Thinker Uses their heads. Go with what makes sense. Is persuaded by facts, figures, and statistics. Logical. Weighs pros and cons, asks for proof.	Feeler Uses their hearts. Go with what feels right. Is persuaded by emotions. Values an intuition. Relationship-focused. Approves others' viewpoints. Starts an idea because their intuition agrees.
Energized by:	Introvert Needs a quiet place. Likes to work alone. They talk less. Likes to work solo. Tend to be private. Like to communicate in writing. Think before acting.	Extrovert Likes to communicate. Is talkative. Needs others. Needs to be a public person. Wants lots of face contact. Talks first - thinks later.
Resolves issues by:	Judger Works towards a solution. See a better way. Believes there is a best answer. Believes deadlines are important. Likes to complete projects. Organized. Wants to be on time.	Perceiver Keeps options open - may procrastinate. Feels uncomfortable with deadlines and deadlines. Flexible - may be seen as whiny or whiffy. Believes there is a reasonable and deadline-free way.
Pays Attention to:	Sensor Prefers facts, evidence, examples that. Asks questions like "what" and "how". Interested in details, practical applications. Likes the familiar and tangible experiences.	Intuitive Prefers Big Picture ideas that. Asks questions like "why". Interested in concepts and future possibilities. Likes metaphors and analogies.



Comparing General Trends

Prescriptive Developmental

- Lowerclassmen
- Transition students
- Males
- Sensing & thinking
- Cultures that demonstrate high levels of respect towards authority
- Dualism stage
- Early vectors

- Upperclassmen
- Females
- Intuitive & feeling
- Cultures that are more group-oriented
- Relativism stage
- Later vectors



Advising Tips

- Establish relationships with all advisees
- Recognize/embrace each students' level of development
- Keep records of each advising session
- Be open to informal/non-formal advising sessions
- Discuss student career goals
- Utilize university resources



Thank You!

Questions?