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
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
Comparing General Trends

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

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

• Establish relationships with all advisees
• Recognize/embrace each student’s 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?