THE EFFECT OF ACADEMIC ADVISING ON STUDENTS’ CAREER PLANNING

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OUTLINE OF PRESENTATION

- Objectives

- Introduction
  - Definition of Academic & Career Advising
  - History of Academic & Career Advising
  - Differences and Similarities between Academic & Career Advising
  - The importance of integrating Academic & Career Advising

- Methods
  - Research Question
  - Sample
  - Measures

- Results

- Discussion: Challenges & Recommendation

- Conclusion

- References
"Yes, mother, I told you, I'm doing fine on my own at college. Hey, could you log on and find my schedule, order my books and call me when it's time for class?"
The objectives of research are:

- Provide a literature overview on importance of the relationship between academic advising and career planning
- To analyze the importance of career planning from academic advising’s side on student’s life in QU
- To implement a knowledge of career planning to academic advising programs in future
Introduction:

Definition Academic Advising:

- Academic Advising is defined as: “Situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach”. (NACADA)

Definition of Career Advising:

- Career advising: Virginia Gordon (2006, p.12) describes it as a dynamic, interactive process that “helps students understand how their personal interests, abilities, and values might predict success in the academic and career fields they are considering and how to form their academic and career goals accordingly”
History of Academic Advising:

- First Advising Era (1636 – 1870)
  “Higher Education Before Academic Advising Was Defined”.

- Second Advising Era (1870 – 1970)
  “Academic advising as a defined and unexamined activity”.

- Third Advising Era (1970 – to the present)
  “Academic advising as defined and examined activity”
Brief History of Career Advising:

6 stages in the development of career counseling in the United States, as follows:

- **1st stage (1890-1919)**, job placement services
- **In the 2nd stage (1920-1939)** educational guidance in school
- **The 3rd stage (1940-1959)** saw the focus shift to colleges and universities and the training of counselors.
- **The 4th stage (1960-1979)** the idea of work having meaning in a person’s life came to the attention.
- **The 5th stage (1980-1989)** beginning of growth of independent practice of career counseling and outplacement counseling.
- **The 6th stage (1990-present)**, with its emphasis on technology and changing demographics.
Differences and Similarities between Academic & Career Advising

- **Similarities**: Both academic and career advising are grounded in student development theory that has an aim to better understand, support and serve students.

- **Differences**: Academic advisors have a vast knowledge of the institution’s academic policies, procedures, degree and GPA requirements, but may not have specific information about careers, skills required for certain jobs, employment options in different fields, or strategies to obtain employment.
The importance of integrating Academic & Career Advising

- Terry O’Banion (1972) recognized the need to integrate career and academic advising and made that explicit in his description of the academic advising process.

- The five steps included in the process of integration are:
  - exploration of life goals,
  - exploration of vocational goal
  - selection of academic program,
  - selection of courses, and
  - scheduling courses” (McCalla-Wriggins, 2009).

Integration provides students with the opportunity to learn about themselves, to evaluate academic and career options within the context of self knowledge, to explore multiple options in a safe environment, and to develop important decision making skills.
Methods (Qualitative):

- Research Question

Did Academic Advising have an impact on your major specialization and career planning?
Methods (Cont.)

- **Sample**

Female students in College of Arts and Sciences at Qatar university who have declared their major in Fall 2013 & Spring 2014.
Methods (Cont.)

- Measures

1- FOCUS GROUP

- A focus group of eight female students, has been conducted by researcher and moderator.
- Focus group questions were “exploration questions”, total of 5 questions
- All participants have completed a consent form (copy of CF in appendix).
- Participants have been offered incentives for their contribution
Methods (Cont.)

■ Measures (cont.)

2- MAIL SURVEY

Reason for conducting survey:

• to gather students input on what are the reasons on choosing specific major
• did academic advisor help/assist you in exploring career opportunities

Survey was conducted with following outline:

• 49 students have responded to survey
• Survey contained 2 constructive questions with clear elaboration
### Results:
#### 1-FOCUS GROUP

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
<th>NO of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1. Why did you choose this major?</td>
<td>Personal decision</td>
<td>8</td>
</tr>
<tr>
<td>Q2. Describe the challenges, you have faced, when you wanted to choose your specialization</td>
<td>College Interview – GPA</td>
<td>1</td>
</tr>
<tr>
<td>Q3. Who did help you to decide on your major (decision making process), for example, parents, friend....</td>
<td>The academic advisor helps me to link between my interest and the major we want to choose</td>
<td>7</td>
</tr>
<tr>
<td>Q4. Did you think about career planning?</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Q5. Did your advisor help you in career planning or exploring job opportunities in future?</td>
<td>No, we read more about job opportunities (personal effort) - no many job opportunities</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Workshops about career planning done by academic advisor</td>
<td>2</td>
</tr>
</tbody>
</table>
Results:
FOCUS GROUP
Table 1. Factors influencing Major specialization in Career Planning

<table>
<thead>
<tr>
<th>Factors</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal decision</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>College Interview – GPA</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Personal decision.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor helped me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No (personal reference)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>workshop by advisor</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Q1. Reasons for choosing current major

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the major, meet my interest, and meet my goal</td>
<td>51%</td>
<td>32</td>
</tr>
<tr>
<td>Job opportunities</td>
<td>32%</td>
<td>20</td>
</tr>
<tr>
<td>Available in the college, fit with my GPA</td>
<td>11%</td>
<td>7</td>
</tr>
<tr>
<td>New major in the college</td>
<td>5%</td>
<td>3</td>
</tr>
<tr>
<td>Parents affect</td>
<td>2%</td>
<td>1</td>
</tr>
</tbody>
</table>

### Results:

2- MAIL SURVEY
Results:
2- MAIL SURVEY
Graph 1. Others Reasons for choosing current major
## Results:
**2- MAIL SURVEY**

<table>
<thead>
<tr>
<th>Q 2. Did you sit with your academic advisor to discuss your major selection</th>
<th>%</th>
<th>No of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisor helps me in registration, choosing courses, study plan, major requirements, my schedule, and GPA</td>
<td>53%</td>
<td>26</td>
</tr>
<tr>
<td>Career planning, job opportunities, online test</td>
<td>22%</td>
<td>11</td>
</tr>
<tr>
<td>No did not set with my advisor</td>
<td>24%</td>
<td>12</td>
</tr>
</tbody>
</table>
Results:
2- MAIL SURVEY
Graph 2: Did you sit with your academic advisor to discuss your current major selection

- Academic Advisor helps me in registration, choosing courses, study plan, major requirements, my schedule, and GPA (26)
- Career planning, job opportunities, online test (12)
- No did not set with my advisor (11)
Discussion: Challenges & Recommendation

Challenges:
- Time
- One focus group and one survey conducted, students had a conflict with classes/busy with midterms...

Recommendation:
Recommendations arising from the analysis of impact of academic advising on career planning focus group and results are as listed:

- The integration of academic advising and career advising can lead to the student’s success and satisfaction in their academic and career life.
- Academic advisors should be familiar with how to integrate the academic advising with career advising
- Academic advisors should be familiar with: self-assessment strategies, sources of educational and occupational information, and decision-making difficulties.
Conclusion

The main idea of research is to illustrate how career planning is a crucial part of the academic advising by using online survey and focus groups of students specialized in Spring 2014 in College of Arts and Sciences at Qatar University.

Focus group members and survey results gathered showed that, academic advising has minimum impact on student’s career planning, as well as one exploring carrier opportunities.
References


References (Cont.)


References (Cont.)


Thank You!