JUST TELL ME WHAT I SHOULD DO:

HOW TO DELIVER DEVELOPMENTAL ADVISING IN AN ON-DEMAND WORLD

Sue Ohrablo, Ed.D.
Program Professor
Abraham S. Fischler College of Education
Nova Southeastern University
sohrablo@outlook.com

#vivaNACADA15
PRESCRIPTIVE – DEVELOPMENTAL ADVISING CONTINUUM

- Prescriptive
  - Expert
  - Facts
  - Policies/Procedures

- Combined
  - Provide information
  - Teach student
  - Understand student

- Developmental
  - Partnership
  - Shared responsibility
  - Student development
Please rank the following functions you expect your advisor to assist you with from 1 (highest) to 8 (lowest). Mark N/A where you feel it does not apply to your advisor.

<table>
<thead>
<tr>
<th>High Expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>48% Registration Assistance</td>
<td></td>
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<tr>
<td>32% Academic Program Information</td>
<td></td>
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<tr>
<td>20% Administrative Functions</td>
<td>27% Prescriptive</td>
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<tr>
<td>27% Academic Planning</td>
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<tr>
<td>15% Career Information</td>
<td></td>
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<tr>
<td>12% Academic Success</td>
<td>27% Developmental</td>
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<tr>
<td>12% Personal Issues</td>
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<tr>
<td>12% Financial Assistance</td>
<td>29%</td>
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</tbody>
</table>

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ESSENTIAL COMPONENTS OF ACADEMIC ADVISING

- Assessment
- Anticipating the Student’s Needs
- Identifying Options
- Moving the Student Forward
- Identifying Preferred Communication Style
What has the student’s experience been?

Where is the student, developmentally?

Is the student ready for what you are trying to help achieve?

Consider readiness, history, patterns
Advisor expectations should be adjusted to the student’s readiness level. Once level is assessed, advisor goal is to facilitate growth and skill development.
Assessment: Academic History

- COURSE LOAD
- PERSISTENCE
- TYPES OF SUCCESSES
- GAPS
- MAJOR CHANGES
Assessment: Identifying Patterns

- Where does the student struggle?
- Where does the student succeed?
- What conclusions can you draw?
- How can you validate these conclusions?

<table>
<thead>
<tr>
<th>Fall 2013</th>
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<tbody>
<tr>
<td>ENGL 101</td>
<td>F</td>
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<tr>
<td>MATH 110</td>
<td>F</td>
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<tr>
<td>PSYC 101</td>
<td>C</td>
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<tr>
<td>BUSI 131</td>
<td>A</td>
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<tr>
<td>INDS 120</td>
<td>W</td>
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<th>Spring 2014</th>
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<td>ENGL 101</td>
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<tr>
<td>MATH 110</td>
<td>C</td>
</tr>
<tr>
<td>BUSI 230</td>
<td>A</td>
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<tr>
<td>BUSI 141</td>
<td>B</td>
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<tr>
<td>SOCI 221</td>
<td>D</td>
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<td>ENGL 101</td>
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<tr>
<td>MATH 130</td>
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</tr>
<tr>
<td>BUSI 211</td>
<td>B</td>
</tr>
<tr>
<td>BUSI 234</td>
<td>A</td>
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</tbody>
</table>
Advising is not a yes/no business

“Thinking” for a student: anticipate obstacles and options

Provide answers to unasked questions
Anticipating the Student’s Needs: “Thinking” for the Student

- Reasons for wanting to drop
- Possible interventions for success
- Implications of drop: academic, financial
- Long term planning
- Sequences

Is it too late to drop this class?
Reasons for selecting psychology? Business?
Career exploration and counseling
Academic implications: current and future registrations
Degree audit
Helping the student move forward with the decision and change major, if applicable

I’m thinking of changing my major from psychology to business...
Identifying Options

Major choice

Course load

Electives

Minors

Internships

Workload
What are your career goals?
Are you interested in supplementing your major?
Explore new areas?
Develop new skills?
Discuss value of internships: career testing, resume building, skill development

I have 24 credits of open electives remaining. What can I take?

I am struggling this semester. What should I do?
Course load: adjust credit hours
Work load: adjust work hours
Tutoring, study groups
Stress management
Planning for future semesters
Re-setting of goals

Give the guidance they are seeking from you... engage in discussion
Moving the Student Forward

**How will what I say or do move the student forward in the resolution of the problem or attainment of goals?**

If it doesn’t move them forward, don’t say it or do it.
Responses that provide no forward movement:
- It’s in the catalog.
- The deadline has passed.
- You should have known.
- It is your responsibility.

Responses that provide forward movement:
- Let me show you where you can find that in the catalog.
- It’s important to be aware of deadlines. Let’s look at them.
- I wouldn’t want you to miss this opportunity, so let’s make sure you understand what you need to do from here.
Scenario: Advisor provided information about degree conferral, but not commencement ceremony. Student missed deadline and is angrily demanding the problem be resolved.

<table>
<thead>
<tr>
<th>Name Not in Program:</th>
<th>Participating in Ceremony:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of recognition</td>
<td>Wear regalia</td>
</tr>
<tr>
<td>Disappointment from family</td>
<td>Photos and memories</td>
</tr>
<tr>
<td>Perceived unfairness</td>
<td>Family opportunity to celebrate</td>
</tr>
<tr>
<td></td>
<td>Formal recognition of achievement</td>
</tr>
<tr>
<td></td>
<td>Significance of program and long term impact</td>
</tr>
</tbody>
</table>
Scenario: Student missed withdrawal deadline and was denied request to retroactively withdraw

<table>
<thead>
<tr>
<th>Student Requests and Issues:</th>
<th>Advisor Responses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removal of F grade from transcript</td>
<td>Committed to student success</td>
</tr>
<tr>
<td>Refund of tuition</td>
<td>How to avoid future problems</td>
</tr>
<tr>
<td>Threat of transfer</td>
<td>Strategies for academic success</td>
</tr>
<tr>
<td></td>
<td>Information regarding possible transfer</td>
</tr>
<tr>
<td></td>
<td>Strategies for success at next institution</td>
</tr>
</tbody>
</table>
Identifying Preferred Communication Style

- In-person appointment
- Phone appointment
- Walk-in advising
- Email correspondence

Use resources to supplement, not substitute for the advisor
“Good advising may be the single most underestimated characteristic of a successful college experience.”

(Light, 2001)