Is Academic Advising a High-Impact Practice?

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This presentation will also be interactive so please be prepared to either text or visit a website

**Handouts are online**
A Response to Beyond Foundations

“Is it time to synthesize findings and point to new research directions that would frame academic advising as a high-impact practice?” (Campbell & McWilliams, 2016, p. 77)

→ Only two paragraphs dedicated to this topic and one was a definition of high-impact practices (HIPs)
Goals of this presentation

→ To start the conversation
→ Providing a foundation for future discussions, synthesizing the literature, and future research
Do you think advising is a High-Impact Practice? Please explain

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Why Does it Matter?

→ Indicates the importance and value of advising for not only students but institutions

→ Shows the impact that advising has on students
Advising Matters

“Advisors and advising administrators must lead the campus community to value advising as much more than scheduling by continually connecting advising to the teaching and learning mission of the institution” (Nutt, Sugar, Ellston, & Joslin, 2017)
Advising Matters

From Nutt, Sugar, Ellston, & Joslin, 2017

→ Students who see advisors persist, progress, and graduate (Klepfer & Hull, 2012; Ross & Kena, 2012)

→ Advising is a structured connection

→ Goal: Engaged students and advisors
Why it Matters: Student Engagement

Kuh, Kinzie, Schuh, & Whitt (2011):

→ Student engagement is the single best predictor of learning and personal development

→ Just as important as the amount of time and effort students put into their coursework is “the ways institutions allocate resources and organize learning opportunities and services to induce students to participate in and benefit from such activities” (p. 9)
To fully understand how advising is a High-Impact Practice, we must first understand what is a HIP and how it is defined.
What are High-Impact Practices (HIPs)? Please name.

Start the presentation to activate live content

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What are the elements that make things a HIP?
Who Has Defined a High-Impact Practice

→ National Survey for Student Engagement (NSSE)

→ Association of American Colleges and Universities (AAC&U) through the Liberal Education and America’s Promise (LEAP) initiative

* See handouts
NSSE

- Founded by George Kuh
- Started in 1999
- Two surveys are administered, one in the first year and one in the senior year
- “NSSE intends to provide information about the extent to which different colleges exhibit characteristics and commitments known to be related to high-quality undergraduate student outcomes” (NSSE, n.d. a)
- Measures two items, HIPs and Engagement Indicators
- Kuh recommends that all students participate in at least two HIPs over the course of their undergraduate career, one during the first year and one in the context of their major.
NSSE HIPs Definition

- “HIPs represent enriching educational experiences that can be life-changing....

- They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback” (NSSE, n.d. b)

- This is the definition utilized in Beyond Foundations by Campbell and McWilliams
<table>
<thead>
<tr>
<th>High-Impact Practices</th>
<th>First-Year</th>
<th>Senior</th>
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</thead>
<tbody>
<tr>
<td>Learning community</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Service-learning</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Research with faculty</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Internship or field experience</td>
<td></td>
<td>✓</td>
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<tr>
<td>Study abroad</td>
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<td>✓</td>
</tr>
<tr>
<td>Culminating senior experience</td>
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</tbody>
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Association of American Colleges & Universities (AAC&U)

- Liberal Education and America’s Promise (LEAP) launched in 2005

- “Champions the importance of a twenty-first-century liberal education for individual students and for the nation dependent on economic creativity and democratic vitality” (AAC&U, n.d. A)

- Focused around their Essential Learning Outcomes
“Widely tested teaching and learning strategies and programs that – when done well – have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings” (AAC&U, n.d. b)
LEAP HIPs

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
How does academic advising fit into this concept?
“Academic Advising is the only structured activity on the campus in which all students have the opportunity for one-on-one interaction with a concerned representative of the institution” (Habley, 1994)
“Kuh (2008) reiterated the impact of academic advising: Students at 4-year colleges who met with advisors at least twice during the academic year tended to...

→ Participate in the five benchmark activities important to student success and engagement

→ Self-report gains in personal and social development

→ Self-report more frequent use of deep approaches to learning.

Advisors can have a powerful effect on students and their learning” (Reynolds, 2013, p. 40).
Advisors as Cultural Navigators

Advisors help students:

→ Understand the differences between high school and college (and the various levels within higher education)

→ Expectations in higher education

→ The resources that are available to them

→ How to navigate the institution

→ What those acronyms mean / institutional language / the institution’s culture
Sense of Belonging

- Higher education research really starting to examine and apply it
- Maslow’s hierarchy
- Lack of a sense of belonging can undermine academic performance
- When people perceive an environment as caring, their need to belong is fulfilled
- Sense of belonging enhances students coping abilities and comfort around social and academic matters
Recursive Process

“This is hard because I do not belong or am not smart enough”

Worse performance in school

Isolation, low help-seeking, avoidance, studying alone, few friends, etc

Adapted from Walton & Cohen, 2013; Cohen & Sherman, 2014
Stereotype Threat

→ Based on individual identities and the social narrative that comes with them

→ In certain situations, can strongly impact individual performances in the classroom and on standardized tests

→ When reminded of a stereotype, individuals spend mental capital trying to prove the stereotype is not true
Advising is part of the teaching and learning mission of the institution
Metacognition

Coined by John H. Flavell and it is understanding one’s learning process.

→ Think about one’s own thinking;

→ Be consciously aware of oneself as a problem solver;

→ Monitor, plan, and control one’s mental processing; and

→ Accurately judge one’s level of learning (as cited in McGuire, 2015)
Growth Mindset

→ Carol Dweck

→ The idea that intelligence is not set (i.e. IQ)

→ Individuals are in one of two categories, a Fixed or Growth mindset

→ The brain is like a muscle that can grow when exercised
Strategies for Changing Student Mindset

→ Inspire belief. Show students a miracle portfolio

→ Ask students to recall other challenges they have overcome. One can share from their own experience as well

→ Explain the neurobiological basis of the growth mindset

→ Help students achieve gradual, persistent growth. Small wins lead to larger ones. (McGuire, 2015)
Advising as a HIP could be compared to a capstone experience

→ Emphasis on integration, synthesis, and reflection
→ When done well, can be a rigorous experience
→ Can tie into advising and institutional learning outcomes
→ Improve student’s satisfaction by showing gains in
  - Practical competence
  - Personal/social development
  - Various competencies
“An excellent advisor does the same for the student’s entire curriculum that the excellent teacher does for one course.... Learning transpires when a student makes sense of his or her overall curriculum just as it does when a person understands an individual course, and the former is every bit as important as the latter. In fact, learning in each individual course is enhanced by the learning of the curriculum, and thus may continue long after the course has been completed.” (Lowenstein, 2005, p. 69)
Extend Lowenstein’s Framework

→ This quote only pertains to the curriculum
→ Advisors coordinate more of the students experience than just courses
→ For advising to be considered a HIP, it must consider all aspects of the students experience
→ Deep learning transpires when a student makes sense of and draws connections between his or her overall experience just as it does when a person understands the individual course content
Just like a capstone experience, advising can facilitate learning in more than just the curriculum.

- Volunteering
- Study Abroad
- Internships
- Courses/curriculum
- Research
- Student Employment
- Student Organizations
- Campus Events/Professional Development

**Student Learning**
And draw connections between all the pieces of the student’s experience

Volunteering

Study Abroad

Internships

Courses/curriculum

Student Employment

Student Organizations

Research

Campus Events/Professional Development

Academic Advising
Reflect on experience / provide feedback

→ As students take more ownership further along in the advising curriculum, advisors have the opportunity to facilitate reflection and provide feedback

→ However, how can we do it with the limited time that we have?

* See handout
an advising be reflective in the limited time that we have with stud
ePortfolio

→ Natural form of reflection
→ Key takeaways from each individual experience
→ Resume and interview talking points
→ Can utilize your institution’s learning management system (D2L & Canvas) or other systems such as SharePoint
→ Can follow George Steele’s Flipped Advising Approach (Steele, 2016)

* AAEC intake form
Do you have any other ideas on how advising can be a HIP?
In Summary
Advising can be holistic in connecting to other HIPs

- Volunteering
- Study Abroad
- Internships
- Student Learning
- Courses/curriculum
- Research
- Student Employment
- Student Organizations
- Campus Events/Professional Development
But it is not the magic bullet
HIPs Require:

• Considerable time and effort
• Facilitate learning outside of the classroom
• Require meaningful interactions with faculty and other students
• Encourage collaboration with diverse others
• Provide frequent and substantive feedback
Can utilize NSSE Engagement Indicators to inform our practices

→ Reflective & Integrative Learning
→ Effective Teaching Practices
→ Student-Faculty Interaction
Questions?

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