The Longer Advising Appointment Project
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Challenge
How do advisors conduct developmental advising in 30 minutes?

Goals
Encourage students to come in earlier for longer, more substantive conversations about interests, goals, longer-term plans, and curricular opportunities to consider.

Advising models

Developmental Advising: "The student cannot be merely a passive receptacle for knowledge, but must share equal responsibility for the teacher for the quality of the learning context, process, and development." (Developmental advising definitions, 2014).

Intrusive Advising: Contacting students early to increase academic pathway success; creating feelings of mutual responsibility for student's academic and decision-making progress (Lupack & Kramer, 1995, p.102).

Advising as Teaching and Learning: Advisors teach students: to value the learning process; to apply decision-making strategies; to put the college experience into perspective; to set priorities and evaluate events; to develop thinking and learning skills; to make choices (Stockwell, 2015, p. 23)

Student Populations
- Probation
- International
- Sophomore - not majoring program
- Exploratory
- Competency programs
- Early Gen & O’Leary

Implementation

Extended the appointment time.

Outreach: postcard, email group announcement.

Targeted strategy to student populations with specific timing phases according to advisor's preference to spread appointment demand.

Workshop Advising Approach for competitive programs:

2-hour Group Advising Workshop

Individualized preparation.

In-depth conversations with writing exercise.

Institutions and Students View Time Differently

"Institutionalization is sustained by the temporalities of the university system itself. These include class meeting times, length of academic terms, expected time to graduation, and all the other small units and cycles that determine the daily operations of teaching and learning" (Mayot, 2011, p. 750).

- 2017-18
- 2018-19
- 2019-20
- 2020-21

Advising the appointment time.

On advisors

Increased workplace satisfaction.

Greater likelihood of addressing topics beyond transactional relationships.

Helped implement best practices, e.g., coaching.

On student behavior

Sense that you’ve taken time to listen and care.

Emphasis on advising being a serious, complicated task for which they must engage in a thoughtful way.

Drawbacks

Extra care to specific student populations.

Guided by NSSE 2019 Annual Results showing that the quality of advising is more important than number of advising visits (NSSE, 2021).

"Notably...the focus on a longer advising appointment enhanced the critical relationship dimension of advising quality“ (NSSE, 2021).

Summary

Resulted in a 1-hour collaborative discussion with advising unit.

Empowered advisors to be thoughtful in determining value for students and for advisors.

More autonomy over advising approach.

Targeted appointments towards specific student populations.

Opportunity to increase student and advisor retention.

Developing pathways to the future.

Drawbacks

40-45 Minute Appointment
- Allows for a more in-depth exploration of topics.
- Focuses on specific student demographic.
- Allows for more developmental advising time. Also depends on special instructions.

15 Minute Express Appointment
- Designed for students who have planned a "traditional" approach.
- Provides time for quick interventions.

10 Minute Appointment
- Designed to allow students to complete required "traditional" advising.

References


Works like a lecture & discussion style class.

Competitive Major Advising Session

- Requires live lecture & discussion style class.
- Focuses on specific student demographic (e.g., students majoring in Business or Biology).
- Allows for more developmental advising time.

Advising Lounge

- Provides art in advising student attraction.
- Designed to accommodate students requiring a traditional advising office.

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