

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 early for longer, more substantive conversations about interests, goals, longer-term plans, and co-curricular opportunities to consider.

Frame student's understanding of advising from the beginning as different than a transactional relationship (not prescriptive advising).

Engage students in the advising process as deeper developmental process.

Determine if longer appointments have positive impacts on student behaviors and outcomes.

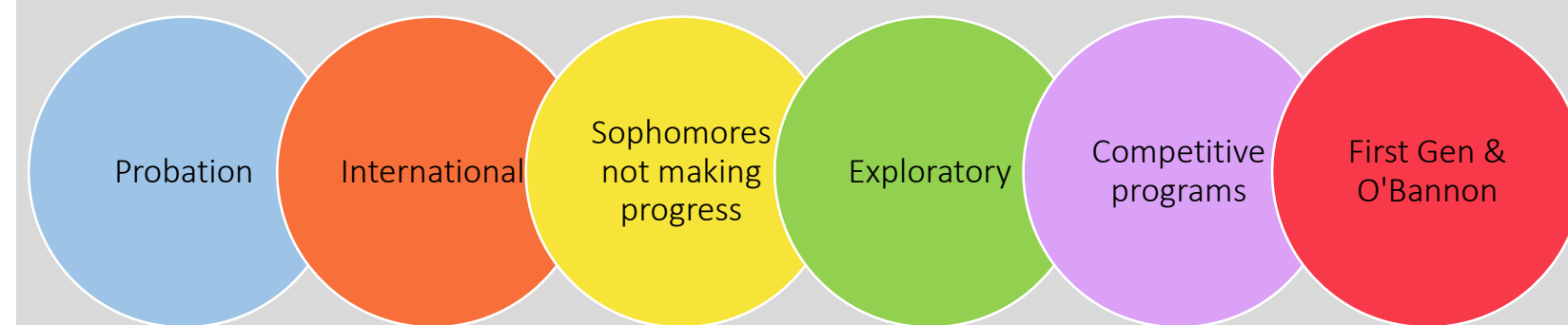
Advising Models

Developmental Advising: "The student cannot be merely a passive receptacle for knowledge, but must share equal responsibility with 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 feeling of mutual responsibility for student's academic and decision-making progress (Upcraft and Kramer, 1995, p.102).

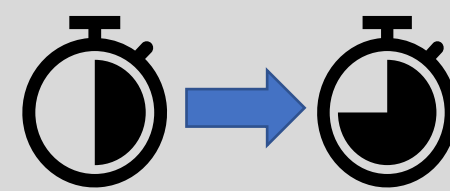
Advising as Teaching and Learning: Advisors teach students: to value the learning process; to apply decision-making strategies; to put the college experience into perspective; to set priorities and evaluate events; to develop thinking and learning skills; to make choices (Stockwell, 2015, p. 23)

Student Populations

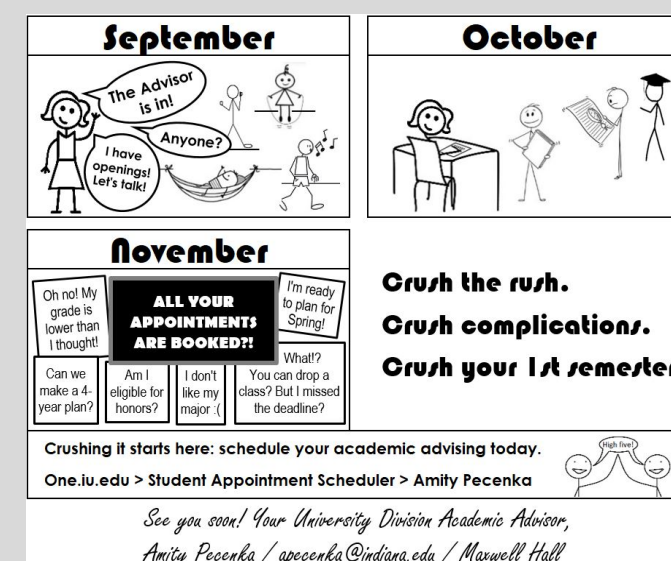


Implementation

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:

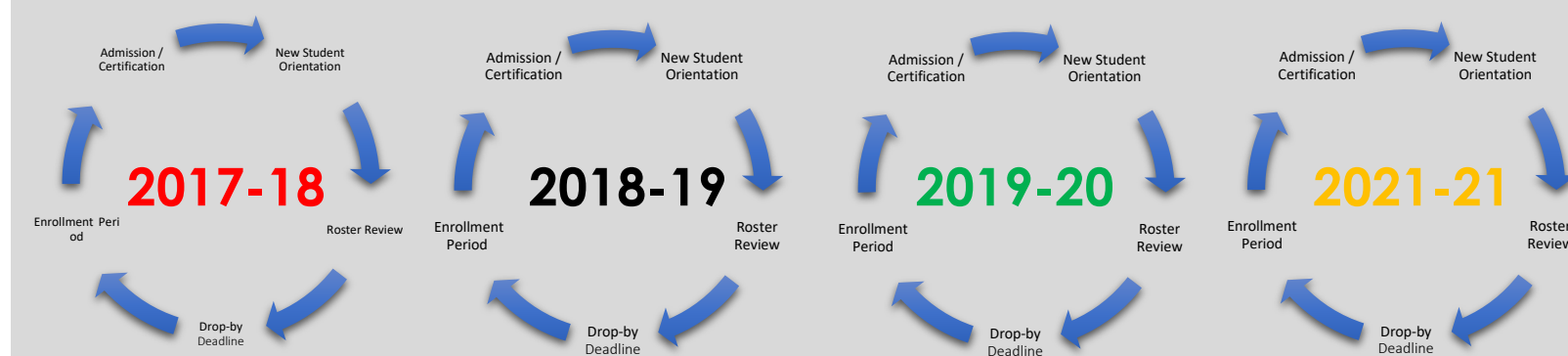
2-hour Group Advising Workshop

Individualized preparation

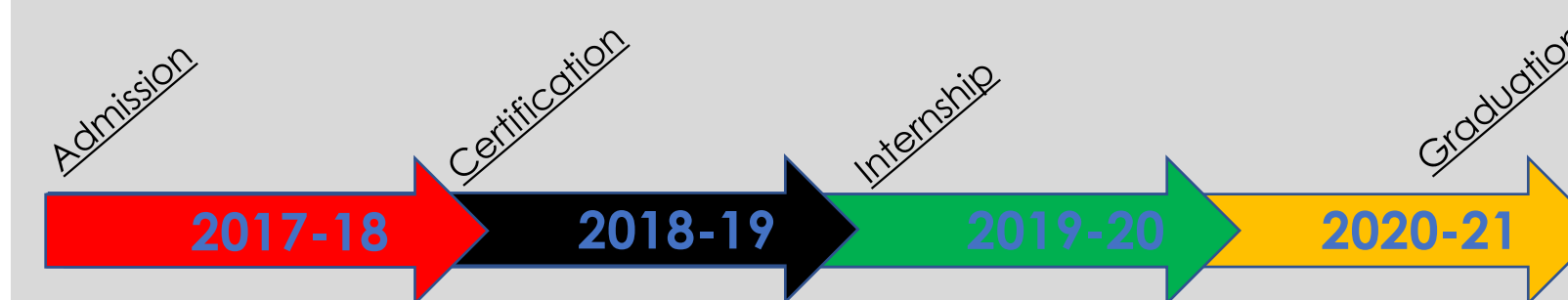
In-depth conversations with writing exercise

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 unities and cycles that determine the daily operations of teaching and learning" (Hayot, 2011, p. 750).

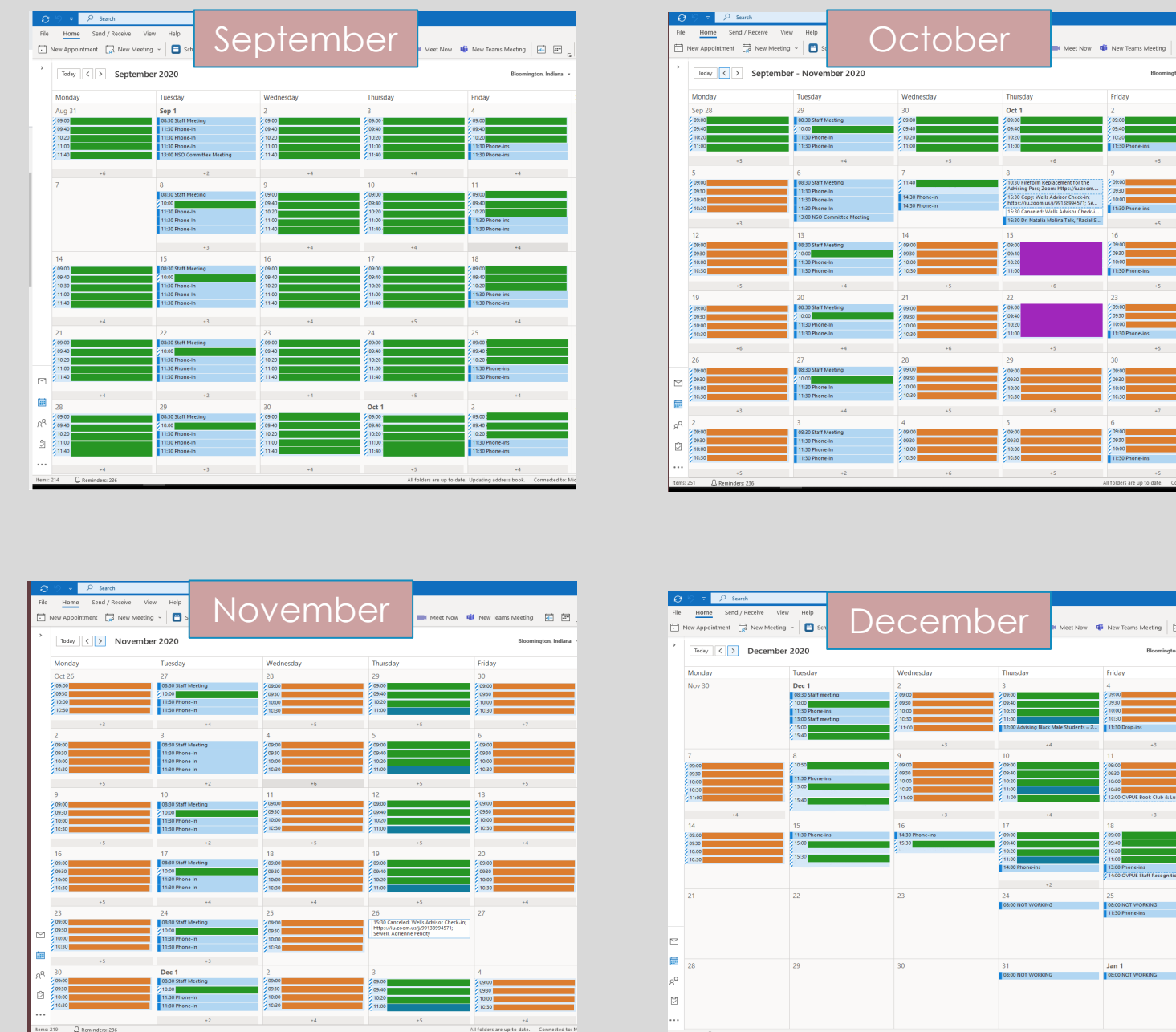


Institutions, including advisors, generate predictability and a routinization of social (academic) life through their own **bureaucratic cyclical time**. This cyclical concept of time is frequently in conflict with **individual student time**, comprised of a series of rites of passage (Gennep, 1960) or academic "firsts" beginning with admission and ending with graduation.



Varied Appointment Lengths Can Narrow the Gap

Sample Advising Calendar for Fall Semester



40-45 Minute Appointment

- Allows for a more in-depth exploration of majors, careers and coursework.
- Accommodates fewer students, but allows for more developmental advising style, especially for special populations.

30 Minute Appointment

- Works well for students who have planned.
- "Traditional" approach.
- 15 Minute Express Appointment**
- Accommodates higher numbers at busy times.
- Advanced preparation required.

Competitive Major Advising Session

- Works like a lecture & discussion style class.
- Focuses on a narrower student demographic.
- Allows for in-class workshops and reflections.
- Creates space for student collaboration.

Advising Lounge

- Freeform advising block of 1-2 hours.
- No appointment needed.
- A more relaxed space to discuss careers, majors and careers.
- Amenable to "pop-up advising" in spaces outside the traditional advising office.

Impact

On advisors

Increased workplace satisfaction.
Greater likelihood of addressing topics beyond transactional exchanges.
Helped implement best practices, e.g., coaching.
Better interpersonal connections.

"I have been so happy with the liberating and amazing longer appointments."

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.

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).

Drawbacks

Adjusted to 30-minute appointments quickly to manage caseload.
Offered 15-minute express appts & pop-up advising to catch up.
No shows caused lost appointment time but could flex admin time.

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.

Evaluated how we approach work.

Recognized need to work differently, e.g., Flipped Advising.

Need for reasonable caseload management.

References

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