

Academic Advising Impacts Research Highlights

Overall Student Success

There is considerable research that confirms the interaction between students and faculty inside and outside of the classroom is one of the greatest impacts to undergraduate students' learning, development and overall satisfaction of an institution (Baker and Griffin, 2010). With this in mind, the argument has been made that high quality academic advising can be used as one of the main tools to facilitate this in order to promote better student outcomes and student satisfaction in their institution (Allen and Smith, 2008).

Campuses who have implemented mandatory or optional advising sessions have seen reported increases in overall success in their courses when participating in faculty advising. San Jacinto College's study found "students who participated in at least one faculty advising session had a success rate of 70% compared to a 30% success rate for those who did not attend any faculty advising session". 79% of students who attended two faculty advising sessions had a GPA of 2.0 or higher, whereas only 24% of students who attended zero faculty advising session earned a GPA of 2.0 or higher in the Fall 2012 semester" (Williamson, Goosen and Gonzalez, 2014).

Retention

While many factors contribute to a student's decision to s.2142.6(d)5.3(ao)-6.6(o)4.2(s3(i)Td [(m. 0 Td TJ -0.001 Tc

eAdvising

Baker and Griffin suggest that the use of online technology can improve advising for both faculty and students. Not only does it increase direct student access to information on program requirements and course availability, but it can also be used for advising prep, allowing in-person meetings to be more focused on discussion and student exploration rather than administrative tasks (Baker & Griffin, 2010).

Advising Styles

Hale et al. surveyed undergraduate students' advising style preferences and found a strong preference for developmental advising (based on a personal relationship between the student and advisor, and integrates academic, career, and personal goals into advisement) vs. prescriptive advising (a sole focus on academic goals) (Hale et al., 2009). The research is careful to note that while developmental advising was the clear preference, student needs will continue to differ in advising style preferences and level of participation in advising.

How much is too much?

Williamson et al. findings at San Jacinto College illustrated that there is a sweet spot for student-advisor contact - six points of contact in a single term was too frequent as it overtaxed faculty and advising staff and did not increase significant student performance data. The campus advising team found that three points of contact increased overall performance in classes and GPAs (Williamson et al., 2014).

References

Allen, J. M. & Smith, C. L. (2008). Faculty and Student Perspectives on Advising: Implications for Student Dissatisfaction. *Journal of College Student Development*, 49(6), 609-624.

Baker, Vicki L., & Griffin, J. (2010). The use of online technology to improve advising for both faculty and students. *Journal of Career Assessment*, 18(1), 1-15.

Cal Maritime Advising Best Practices- What OUR Faculty are doing in Advising Sessions!

Advisor Meeting Topics

- Review [Curriculum Roadmap](#) prestructure four year plan if needed due to failed courses
- Review [Searching for Classes and "Requisite" Information](#)
- Review current course enrollment and anticipated grades
- Review Smart Planner and Schedule Planner's shopping cart with student and confirm their schedule or changes that need to be made
- Reminds!

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