2007 Advanced Advising Webinar Series

Webinar 2, March 28, 2007
Academic and Career Advising for Sophomores

Myla Rugge, academic counselor lead, University of Washington
Julie Stockenberg, assistant director, undergraduate advising, Colorado College
Diana McGregor Fulkerson, senior consultant
Jo Hillman, director of retention solutions

Academic and Career Advising for Sophomores

Julie Stockenberg
Director of First-Year and Sophomore Studies and Advising
The Colorado College

Myla Rugge
Academic Counselor Lead, Individualized Second Year Advising Program
University of Washington
Myla Rugge, University of Washington

- Large public research institution (40,000)
- Professional advisors de-centralized model
  - Office of Minority Affairs
  - Undergraduate gateway advising
  - Student academic athletic services
  - Departmental

Julie Stockenberg, Colorado College

- Small (~2000 students), liberal arts
- Faculty-based advising system for all four years
- Supplementary advisor for first-and second-year students
- Block plan format
National research

• A must-have for anyone focusing on sophomores:

• See reference list for others
• In general, lack of research and assessment of second-year students

*Laurie Schreiner was the first featured speaker in the Advanced Advising Webinar series.

Characteristics of the “sophomore slump”

• *Middle Child Syndrome*
• Burnout
• Sick of the same old thing
• Academic dead zone
• Directionless
• Don’t see connections of their coursework
• Lack motivation
• Homesickness and isolation
• Doubts about their “fit” with the institution
• Questioning relationships and identity
Sophomores ripe for outreach

- They are ready and willing to talk about their first-year experience.
- They are ready to accept help.
- Close to 100 percent acceptance rate to invitation for appointment.
- Appreciation is expressed.

Importance of retention study

- National studies
- Colorado College
- University of Washington
- Retention study on your campus
Schreiner and Jullierat (1998-99) Noel-Levitz Student Satisfaction Survey™

• What do sophomores value most?
  – Environment that promotes intellectual growth
  – Valuable course content and excellent classroom instruction
  – Knowledgeable, fair, and caring faculty
  – Approachable and knowledgeable advisors

Areas where sophomores are significantly less satisfied than other class levels

• Approachability and concern of their advisors
• Registration process being free of scheduling conflicts
• Receiving timely feedback from faculty
• Caring nature of faculty members
Approachable and knowledgeable at University of Washington

• “Friendliness, willingness to work with my problems.”
• “The advisor gave me hope, like there was a reason to keep going to school.”
• “I really liked how my advisor listened and suggested next steps for me.”
• “I feel more confident that I can get what I need to succeed!”
• “It helped simply to talk to someone about my problems, concerns, not to mention my future plans.”

Light’s findings

• “Good advising may be the single most underestimated characteristic of a successful college experience.”

Light (2001)
Wandering and Wondering: Traversing the Uneven Terrain of the Second College Year

• Focus group study
• Students existed in or moved through four stages in three aspects of their lives
  – How they view:
    • Themselves
    • Their relationships
    • Their academic experiences and decisions


Random exploration

• First year of college
• Undirected, lacking reflection
• King and Kitchener’s pre-reflective stage
  – I know only what I have seen, unexamined beliefs
  – Marcia Baxter-Magolda and Pizzolato: absolute knowing, based upon authority figures, dualistic thinking
  – Just tell me what to do, and usually I’ll do it

Focused exploration

- Some students move to this stage over the summer, others during their second year
  - Questioning: just about everything
  - Lack of direction, but feeling pressured to decide
  - Metaphor of standing on a fence
  - Desire self-exploration of interest, values

Tentative choice

- View their future and major more clearly, feel a sense of responsibility
- This stage is really important for second-year students
- Design individualized learning plans
- If students examine the options fully, engage thoroughly, and make decisions based upon internal connection, then their choices may be more aligned to their personal values and interests.

Commitment

- Very few sophomores make it to this point by the end of their second year
- They are comfortable and resolute with their choices, planning for their future, clear about what they want and how to go about getting there.


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Essential components of the sophomore year

- Blend of challenge and support
- Mentoring and engagement with their campus community
- Character and identity development
- Learning by doing; experiential learning, community-based research, internships, cross-cultural experiences
- Strong faculty-student interactions
- Feedback regarding personal strengths and weaknesses

Noel-Levitz
Study of sophomores

• “The sophomore year represents a critical phase which impacts intellectual, identity, and decision-making aspects of personality development. More adequate orientation and training should be provided for advisors who will be dealing with this segment of the student population.”

Wilder, 1993

Reshaping the way we think about advising

• Prescriptive Advising
  – One-directional flow
  – Student as passive
• Developmental Advising
  – Counseling model
  – Focused on personal growth
• Learning-centered Advising
  – Academically focused
  – Students as active learners
The Learning Paradigm: 10 Organizing Principles

- What should students learn?
  - Curriculum-3 organizing principles
- How should that learning take place?
  - Pedagogy-7 organizing principles

Hemwall, M. and Trachte, K.
“Academic advising as learning: 10 organizing principles.”

The curriculum

- Academic Advising...
  - Should facilitate student learning about the mission of the college.
  - Should facilitate student learning of both lower and higher thinking skills.
  - Should facilitate student learning about the means of achieving the goals embedded in the institution mission statement and closely related documents.

Hemwall and Trachte, 2005
The pedagogy

• Academic advising…
  – Should view students as actively constructing their understanding of the mission of the institution, including concepts like becoming responsible citizens, liberally educated persons, and critical thinkers.
  – Should incorporate how the individual student learns.
  – Should consider how that social context affects the learner’s understanding of the meaning of education.

Hemwall and Tracte, 2005

The pedagogy (con’t)

• Academic advising…
  – Must recognize that the possibilities for learning are influenced by the advisees’ preexisting concepts and background knowledge.
  – Must be a dialogue in which the learner has the opportunity to express, justify and discuss individual goals and ideas.
  – Must be a dialogue in which the academic advisor guides the learner.
  – Must guide the students so that they recognize and benefit from anomalies, disturbances, errors, and contradictions.

Hemwall and Tracte, 2005
Advising syllabus

- Design environments to guide sophomores in ongoing, structured exploration of the world, themselves, majors, and careers.
- Design individualized learning plans.
- Give students the responsibility for learning.
- Ask guided questions and let them figure out the answers, find their own voice.
- Engage students in self-reflection and assessment (TypeFocus™, MBTI, Holland Self-Directed Search™, StrengthsQuest™).
Strengths-based advising

• How is it different?
• It operates from a different **foundation**: that by becoming aware of their strengths, students will be more motivated and academically engaged.
• The **focus** shifts from problems to possibilities.
• The **framing** of advising tasks and questions shifts.

Schreiner, L

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Steps in strengths-based advising*

• IDENTIFY – Assess and identify strengths.
• AFFIRM – Increase students’ awareness and affirm their strengths.
• ENVISION – Discuss aspirations and how their strengths can help them reach their goals.
• PLAN – Generate an action plan for meeting goals.
• APPLY – Help students identify the skills and knowledge that will develop their strengths. Teach them to apply their strengths to challenges they face.

*As seen in Webinar 1: Strengths-Based Advising: Going Beyond Course Scheduling With Developmental Advising
How does this apply to sophomore programs?
What should I take next quarter?

- Let's look at your transcript together—What patterns do you see here?
- How have you been choosing what to take?
- Out of everything you've taken so far, what have you enjoyed studying the most?
- What do you want to learn while you are here?
- Are there subjects you've always wanted to take a class in?
- Do you know how you're doing on your general education requirements?
- What are some of the majors you are considering?

What can I do with a degree in…?

- What would you like to do with your degree?
- If you could do anything after college, what would it be?
- What can't you do with a degree in…?
- Transferable Skills – content vs. skills
Theory to practice

- How might you continue to explore the unique characteristics and needs of sophomore students and bring exposure to those on your campus?
- How is the Advising as Learning paradigm different than the model you currently use at your institution?
- What are the first steps you will take toward exploring the implementation of these programs and ideas on your campus?

Colorado College’s Program

CLASS OF 2009

SOPHOMORE JUMP

Sophomore Series of Events 2006-07
Seven areas of focus

1. Structured major/interest exploration
2. Interaction with faculty outside of class
3. Critical self-assessment
4. Encouragement of forward thinking
5. Community building and class identity
6. Social networking
7. Active involvement and connection on campus/leadership opportunities

The Sophomore Jump Program

- http://www.coloradocollege.edu/academics/sophomore/calendar.asp
- Postcard
- Welcome Back Sophomore Luau
  - Invite first-year experience faculty
  - Class gift
- TypeFocus™ and Holland Workshops
  - Handout with CC Majors coded to Holland Types
- International Opportunities Week
- Internship workshop
Faculty Sophomore Dinner Series

- “I really enjoyed the dinner. I think it is a great idea and allows students to get to know fellow sophomores better and to explore possible majors.”
- “The incredibly delicious and succulent and enticing food aside, I had a great time listening to Prof. X describe some of the things he’s done and how he came to be who he is. His stories and slides were both entertaining and inspiring, and provided an appetizing view of what it means to take action and get out there and get involved. Please keep this program running- I am going to be telling my friends about this dinner for a while!”

Supplementary advisor within a faculty-based advising system

- Any first- or second-year student
- By appointment
- Generalist
- Main reasons students see me:
  - Major exploration
  - Course selection
  - Academic progress issues
University of Washington’s program

- Individualized Second-Year Advising Program was developed.
  - Provost’s concerns
    - Over enrollment
    - Assist in helping students make satisfactory progress
    - Reduce 105 and 210 credit holds

Reactive model of advising

- Student initiates contact with advising office
- Student directs appointment
- Drop in for quick questions
- Maximum time for appointment
- When issue is resolved, meeting is over
Our new proactive approach: Four main differences

- How we get them into our office
- Who directs the appointment
- Time allotted each student
- Desired outcome for appointment

Outcomes

- Students will identify academic, extracurricular, and professional areas of interest.
- Students will become more knowledgeable about university resources.
- Students will become more knowledgeable about majors available to them.
- Students will experience the intervention as helpful and useful.
Developmental to learning-centered

- Year one-outreach based on GPA
- Year two-outreach based on GPA
- Year three-outreach in summer to all
04/05 and 05/06 cohorts

- 97 percent of students report that they learned something new during the appointment.
- 99.1 percent of students report that they found their advisor helpful.
- 97.0 percent of students report that their advisor recommended a specific thing to do as a next step.

06/07 learning-centered cohort

- 98 percent report their advisor introduced them to resources they'll use in developing an educational plan.
- 96 percent report they gained a better understanding of how to develop an educational plan after meeting with an ISAP advisor.
- 95 percent report they were better prepared to make decisions about their future after meeting with an ISAP advisor.
Other resources

http://www.sc.edu/fye/resources/soph/index.html

http://www.coloradocollege.edu/academics/sophomore/

http://depts.washington.edu/isap/index.htm

Question/Answer Session

Moderator
Diana McGregor Fulkerson, senior consultant
To submit questions via Web

To submit questions via phone

To submit questions via telephone during the Q&A period:
Press *1 on your telephone keypad as the operator instructs you to.
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Webinar 2: 
Academic and Career Advising for Sophomores

At the conclusion of the Webinar, we invite you to dial 800-728-4700 for a one-on-one discussion of select campus questions with a Noel-Levitz advising resource.