<center>**Academic Advising Impacts: Research Highlights**</center>

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 contact 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 an A-C success rate of 70% compared to a 30% success rate for those who did not attend any faculty advising session," and "…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 stay or leave an institution, researchers and administrators have been finding that retention may be predicted and influenced. "The key appears to be a repetitive interaction by persons who have a vested interest in some aspect of that student's academic life… one of the most important components of establishing this strong connection begins with faculty" (Williamson et al., 2014). Using San Jacinto College as an example, "students who attended two faculty advising sessions persisted from the Fall 2012 to Spring 2013 at a rate of 85%… 32 percentage points higher than students who did not attend the advising sessions." Braun and Zolfagharian also make the argument that student growth and retention can be accomplished more easily and at lower costs than recruiting new freshmen, when focusing on quality advising and student satisfaction (2016).

Graduation Rates

"High-quality advisors ensure that students have the information they need to make good choices. Clear guidance that highlights the implications of a student's choices can fundamentally alter her or his progress. A reliable source of accurate information on how to fulfill degree and general education requirements *and* an individual to engage with in academic planning is a valuable asset, especially as students strive to save valuable tuition dollars and complete college as efficiently as possible" (Baker and Griffin, 2010).

Our CSU system's Graduation Initiative 2025 to increase graduation rates and eliminate achievement and equity gaps has also identified quality academic advising as a key component to student success, listing campus strategies to include, "hiring additional academic advisors to support student success," and "expanding the use of electronic advising tools to improve course taking efficiency" (California State University, 2017). Also on the list of focuses is student engagement and well-being, with the goal to "foster a strong sense of belongingness on campus," in order to attain our system-wide 4 and 6 year graduation goals.

Satisfaction with academic advising has also been associated with on-time graduation and retention; using 14 campuses in the Pennsylvania State University system, researchers found that non-persisting students had a significantly lower level of satisfaction with academic advising than did persisting students (Hale, Graham, & Johnson, 2009).

Advising Best Practices from Research
Advising Topics

Allen and Smith's research on advising found that students and faculty agreed with each other that providing accurate information about degree requirements and how the university works regarding policies and procedures are the most important advising focuses, even when compared to other advising functions, such as, connection of academics to life goals, referrals to other departments, etc. (2008).

eAdvising
Baker and Griffin suggest that the use of online technology has influenced and 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 and allowing in-person meetings to be more focused on discussion and student exploration, rather than on just confirming that all requirements are being met (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 (authority-based, sole focus on academic goals) (2009). The research is careful to note that while developmental advising was the clear majority 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 advising contact - six points of contact in a single term was too frequent, as it over-taxed 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 GPA (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, Kimberly A. (2010). Beyond Mentoring and Advising: Toward Understanding the Role of Faculty "Developers" in Student Success. *About Campus*, 14(6), 2-8.

Braun, Jakob, & Zolfagharian, Mohammadali. (2016). Student Participation in Academic Advising: Propensity, Behavior, Attribution and Satisfaction. *Research in Higher Education*, 57(8), 968-989.

Hale, Margo D., Graham, Donna L., & Johnson, Donald M. (2009). Are Students More Satisfied with Academic Advising when There Is Congruence between Current and Preferred Advising Styles? *College Student Journal*, 43(2), 313-324.

The California State University. (2017). *Graduation Initiative 2025*. Retrieved June 15, 2018 from https://www2.calstate.edu/csu-system/news/Documents/Graduation%20Initiative.pdf.

Williamson, Laurel V., Goosen, Rebecca A., & Gonzalez, George F., Jr. (2014). Faculty Advising to Support Student Learning. *Journal of Developmental Education*, 38(1), 20-22.

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

Advisor Meeting Topics:
- Review Curriculum Roadmap - restructure 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
- Remind students that waivers of requisites will not be accepted by the Office of the Registrar for processing until the first day of instruction

Tips:
- Ask a student to log in at your desk to see their view in a different web browser (a student's view is different from a faculty advisor's) and to show them how to navigate their academic requirements report.
- Meet with advisees one-on-one, even if they do not need help - students are given a mandatory hold so that they have to meet with their advisor and review their academic plan.
- Ask other advisors for help and tips.
- Talk with your Chair about enrollment management before advising week (i.e. permission numbers are only given in week 2 for Engineering Technology courses).
- Know your curriculum well - curriculum sheets for impacted programs are not suggestions and if deterred from could result in a possible 5th year due to critical path courses.
- Recommend advisees have a plan B and C schedule (for when classes fill up).
- Be honest about the availability of courses and consequences if students don't remain on track.
- For Minor Degrees - remind students overloads are not guaranteed; major courses come first; minor advisors are listed online for questions.
- A victory lap can be a good option when students need to catch up on critical path courses over the summer. Students who take a victory lap are often more prepared for cruise requirements.
- What forms do Faculty Program Advisors sign, and when are they accepted?
  - Advance In Class:
    - Spring and Summer terms - February 2nd through October 1st
    - Fall term- October 2nd through February 1st
  - Overload Request: Open registration and add/drop periods
  - Petition for Exception - Course Repeat Policy: Open registration and add drop periods
  - Petition to Withdraw from Individual Courses: After add/drop period and prior to census (20th day of instruction)
  - Petition to Late Add after the Add/Drop Deadline: After add/drop period and prior to census (20th day of instruction)
  - Waiver of Pre-Requisite/Co-requisite: 1st day of classes, during add/drop period

Additional Resources:
- University Advisor Webpage : https://www.csum.edu/web/university-advising/home
- Faculty and Advisor Handbook: https://www.csum.edu/web/registrar/faculty
- Registrar Webpage: https://www.csum.edu/web/registrar/home
- Academic Calendar: https://www.csum.edu/web/registrar/calendar
- Bright Space Webpage: https://csum.brightspace.com/
- The Passport Webpage and User Guide
  - Pg. 7-8: Advanced Student Search, Student List Creation and Actions Menu
  - Pg. 22-23: Notes on Students
  - Pg. 30-35: Viewing a Student Profile
  - Pg. 37-41: Appointment Campaigns