Understanding successes in and challenges to Advising in the Major

February 20, 2019

Welcome to

Dr. David Rabiner
&
Ms. Kelly Cottrell

Academic Advising Center
advising.duke.edu

advising.duke.edu

advising.duke.edu / advisors

Duke UNDERGRADUATE EDUCATION

ACADEMIC ADVISING CENTER

SEARCH

About the AAC | For Students | For Advisors | Frequently Asked Questions | Find an Advisor

For Advisors

Resources for Advisors

This Advisor Resources site contains information ***accessible only*** to current College Advisors and members of the Academic Advising staff. Those individuals may click the link below to go to the site, which will require the appropriate log-in credentials. If you are not a current College Advisor or member of the AAC staff, please return to other sections of the Academic Advising Center website.

Enter Advisor Resources (requires authentication)

Quick Links

Course placement guides, including AP credit
Graduation curriculum requirements for Trinity
Trinity's majors, minors, certificates
Directors of Undergraduate Studies
All links to Trinity's academic policies and procedures

Academic Calendar

SACS COC

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

Quality Enhancement Plan (QEP)

Building gateways: Disciplinary discovery and cross-disciplinary insights

Spark the excitement of discovery

Encourage disciplinary thinking

Recognize disciplinary connections

What do good advising & mentorship look like?
What's working? What's challenging?
What information do you need?

What do good advising & mentorship look like?
What's working? What's challenging?
What information do you need?

Satisfaction

Frequency of contact

Communication & connectedness

Cognitive or Intellectual Outcomes

Theory of situated learning (Lavé)

Cycle of experiential learning (Kolb)

Theory of cognitive apprenticeship (Collins *et al*)

Theory of intellectual development (Perry)

Openness to experience (McCrae and Costa)

Theory of successful intelligence (Sternberg)

Theory of self-development, self-authorship (Baxter Magolda)

Psychology of judgment and decision-making (Plous)

Cognitive or Intellectual Outcomes

Theory of situated learning (Lavé)

Cycle of experiential learning (Kolb)

Theory of cognitive apprenticeship (Collins *et al*)

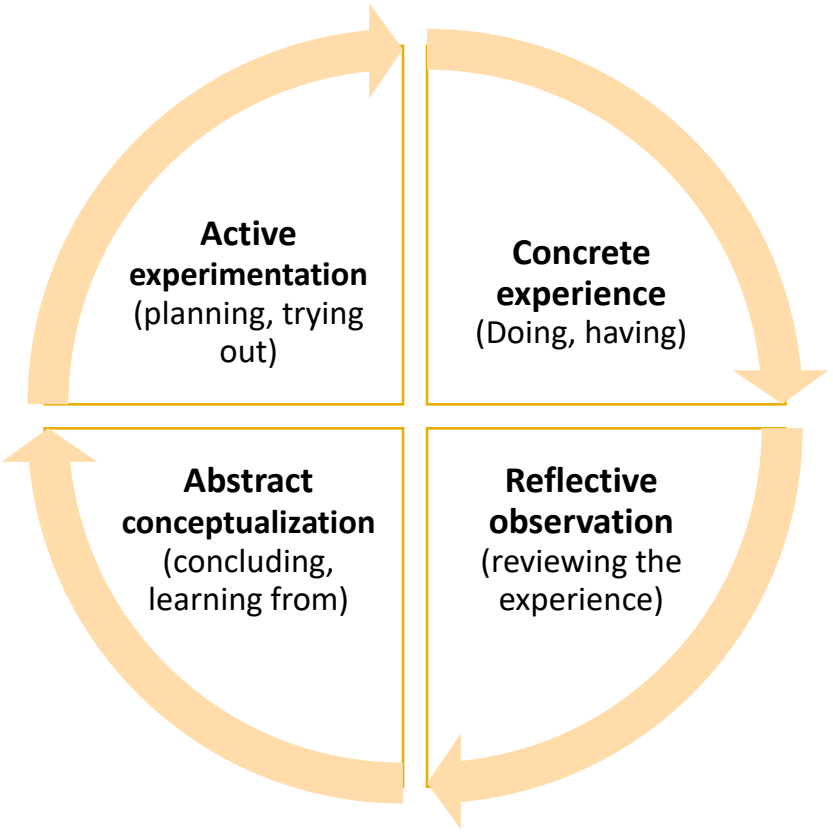
Theory of intellectual development (Perry)

Openness to experience (McCrae and Costa)

Theory of successful intelligence (Sternberg)

Theory of self-development, self-authorship (Baxter Magolda)

Psychology of judgment and decision-making (Plous)



Kolb, D (1984). *Experiential Learning as the Science of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.

Cognitive or Intellectual Outcomes

Theory of situated learning (Lavé)

Cycle of experiential learning (Kolb)

Theory of cognitive apprenticeship (Collins *et al*)

Theory of intellectual development (Perry)

Openness to experience (McCrae and Costa)

Theory of successful intelligence (Sternberg)

Theory of self-development, self-authorship (Baxter Magolda)

Psychology of judgment and decision-making (Plous)

Sternberg, R.J. (1997): *Successful intelligence*. New York: Plume.

Personal or Individual Outcomes

Developing integrity, Developing purpose vectors (Chickering)

Theory of psychosocial development (Erikson)

Patterns of adaptive learning (Midgley)

Theory of academic motivation (Vallerand)

Self-determination theory (Deci and Ryan)

Self-concept theory (Bandura; Epstein)

Attribution theory (Bandura)

Modeling & observational learning (Bandura)

Transition theory (Schlossberg)

Theory of challenge and support (Sanford)

Personal or Individual Outcomes

Developing integrity, Developing purpose vectors (Chickering)

Theory of psychosocial development (Erikson)

Patterns of adaptive learning (Midgley)

Theory of academic motivation (Vallerand)

Self-determination theory (Deci and Ryan)

Self-concept theory (Bandura; Epstein)

Attribution theory (Bandura)

Modeling & observational learning (Bandura)

Transition theory (Schlossberg)

Theory of challenge and support (Sanford)

Infancy	Hope	Trust vs. Mistrust	Mother	Can I trust the world?
Toddlerhood	Will	Autonomy vs. Shame/Doubt	Parents	Is it okay to be me?
Early childhood	Purpose	Initiative vs. Guilt	Family	Is it okay for me to do, move, and act?
Middle Childhood	Competence	Industry vs. Inferiority	Neighbors, School	Can I make it in the world of people and things?
Adolescence	**Fidelity**	**Identity vs. Role Confusion**	**Peers, Role Model**	**Who am I? Who can I be?**
Early adulthood	**Love**	**Intimacy vs. Isolation**	**Friends, Partners**	**Can I love?**
Middle Adulthood	Care	Generativity vs. Stagnation	Household, Workmates	Can I make my life count?
Late Adulthood	Wisdom	Ego Integrity vs. Despair	Mankind, My kind	Is it okay to have been me?

Erikson, E. H. (1956). The problem of ego identity. *Journal of the American Psychoanalytic Association*, *4*(1), 56-121.

Personal or Individual Outcomes

Developing integrity, Developing purpose vectors (Chickering)

Theory of psychosocial development (Erikson)

Patterns of adaptive learning (Midgley)

Theory of academic motivation (Vallerand)

Self-determination theory (Deci and Ryan)

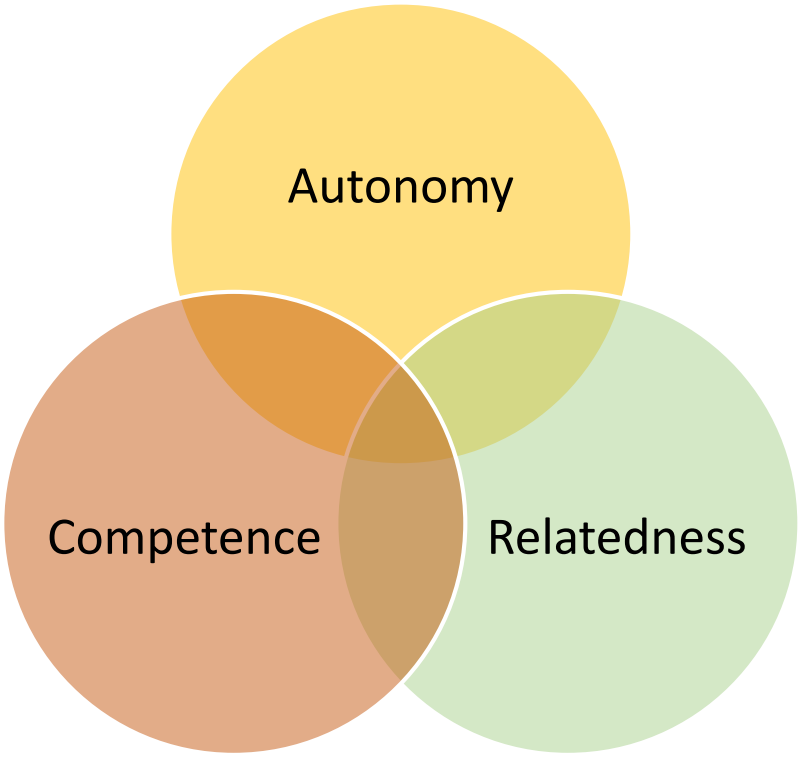
Self-concept theory (Bandura; Epstein)

Attribution theory (Bandura)

Modeling & observational learning (Bandura)

Transition theory (Schlossberg)

Theory of challenge and support (Sanford)



Deci, E. L., & Ryan, R. M. (2000). The" what" and" why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological inquiry*, *11*(4), 227-268.

Social or Interpersonal Outcomes

Psychological sense of community (McMillian and Chavis)

Theory of multiple intelligences (Gardner)

Theory of psychosocial maturity (Greenberger)

Involvement theory (Astin)

Theory of interpersonal trust (Rotter)

Social or Interpersonal Outcomes

Psychological sense of community (McMillian and Chavis)

Theory of multiple intelligences (Gardner)

Theory of psychosocial maturity (Greenberger)

Involvement theory (Astin)

Theory of interpersonal trust (Rotter)

Linguistic intelligence (word smart)	**Logical-math. intelligence** (number/reasoning smart)
Spatial intelligence (picture smart)	**Bodily-Kinesthetic intelligence** (body smart)
Musical intelligence (music smart)	**Interpersonal intelligence** (people smart)
Intrapersonal intelligence (self smart)	**Naturalist intelligence** (nature smart)

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. Hachette UK.

Social or Interpersonal Outcomes

Psychological sense of community (McMillian and Chavis)

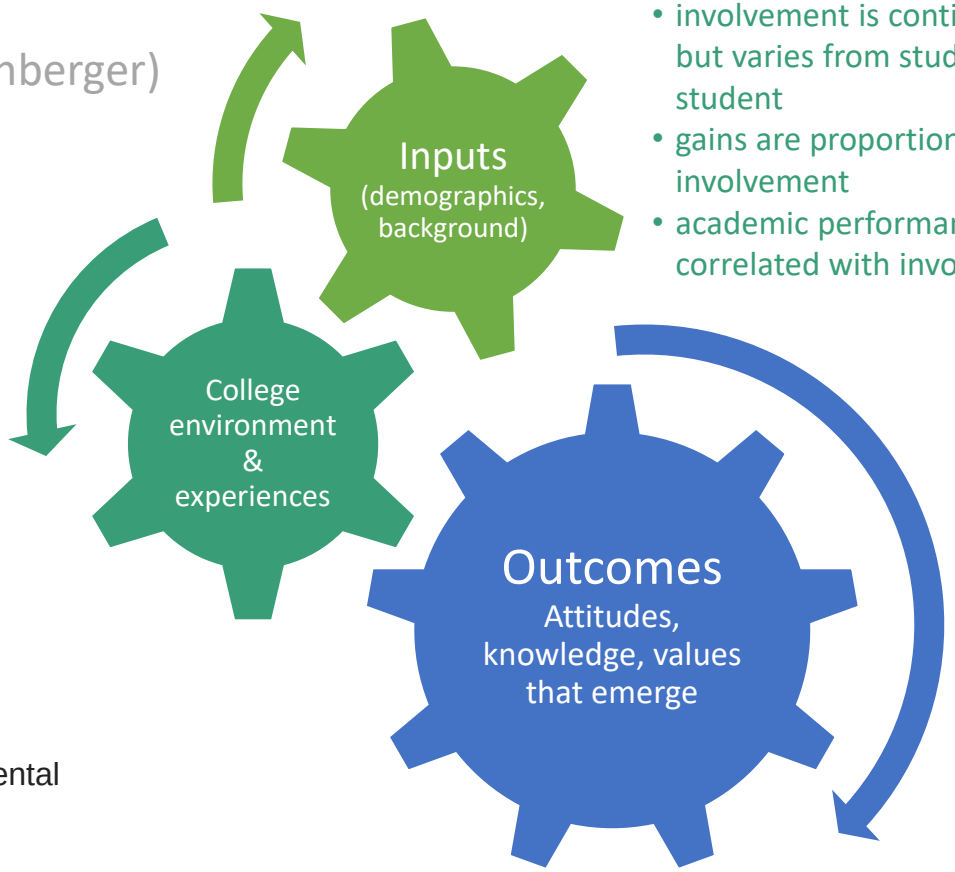
Theory of multiple intelligences (Gardner)

Theory of psychosocial maturity (Greenberger)

Involvement theory (Astin)

Theory of interpersonal trust (Rotter)

- requires investment of psychosocial and physical energy
- involvement is continuous, but varies from student to student
- gains are proportional to involvement
- academic performance is correlated with involvement



Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of college student personnel*, *25*(4), 297-308.

What do good advising & mentorship look like?
What's working? What's challenging?
What information do you need?

Programmatic	Student	College/University
Limitations of faculty/staff time? Faculty members' confidence in expertise? Lack of faculty consensus on advising objectives? Inconsistency across advisors/mentors?	Student engagement varies? Complexity of students' needs?	Lack of administrative support? Complexity of the curriculum?

qualtrics

Survey process & timeline

The questionnaire

Return rate

Reporting

What matters most to students?

Predicted '*meaningful relationship*' and '*excellent guidance*' using:

- Meeting frequency and email contact
- Advisor knowledge – academic requirements, policies, advisement report, etc.
- Advisor as 'thought partner' – Helped me think about courses, possible majors, and my educational and personal goals
- Advisor as 'connector' – Raised awareness of other resources and how I could connect with them

Predictors of a meaningful advising relationship

- **Class of 2019** - Meeting frequency, email contact, advisor as 'thought partner' ratings
- **Class of 2020** - Meeting frequency, email contact, advisor as 'thought partner' ratings
- **Class of 2021** - Meeting frequency, email contact, advisor as 'thought partner' ratings

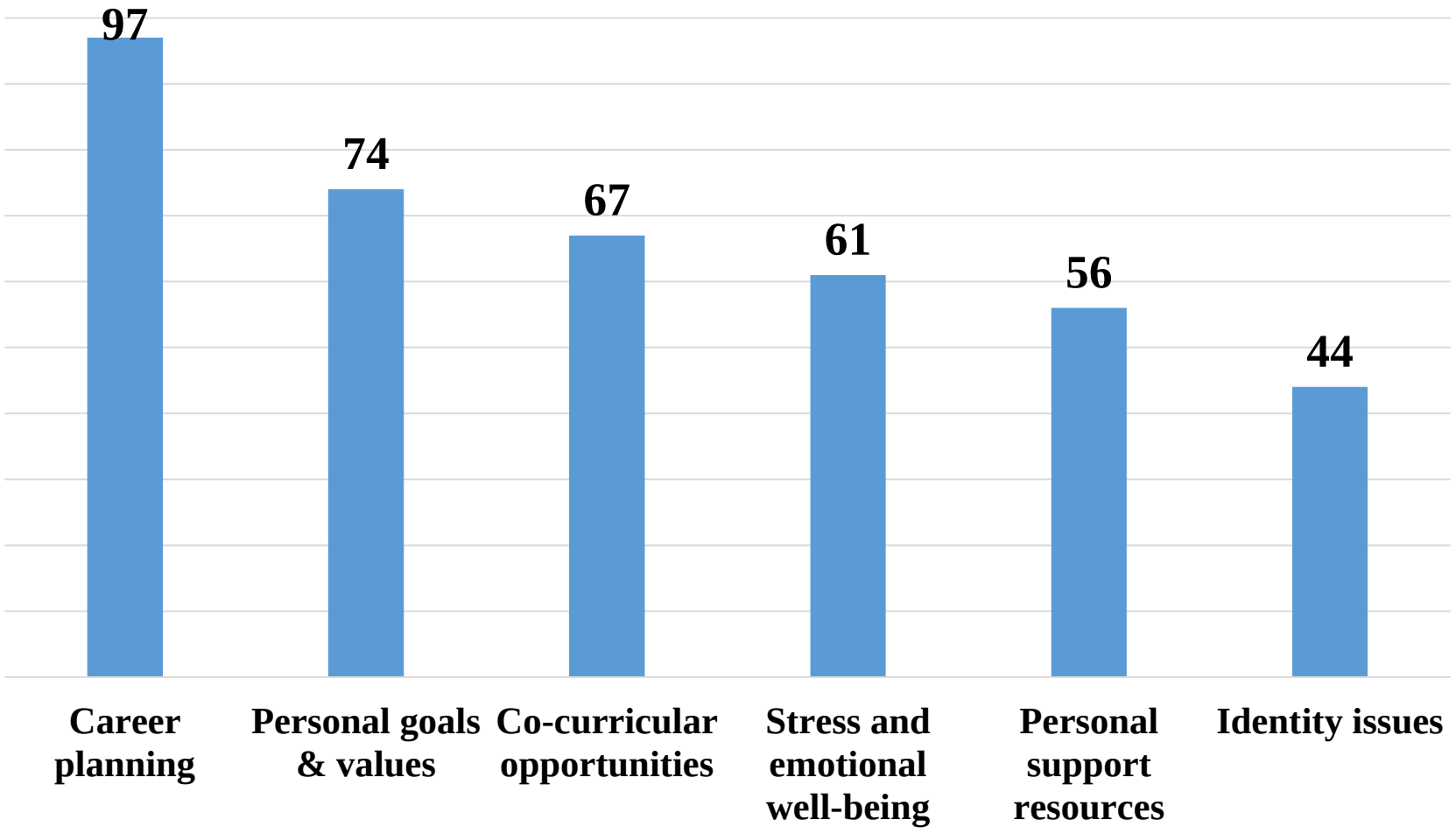
Nothing else mattered.

How much do additional meetings really matter?

A LOT!

- No extra meetings — 4% say relationship was meaningful
- 1 extra per year — 37% say relationship was meaningful
- 1 extra per semester — 72% say relationship was meaningful

Percent who feel discussing with advisor is '*Important*' or '*Very important*'



What do good advising & mentorship look like?
What's working? What's challenging?
What information do YOU need?

COFHE Senior Survey

(Consortium on the Financing of Higher Education)

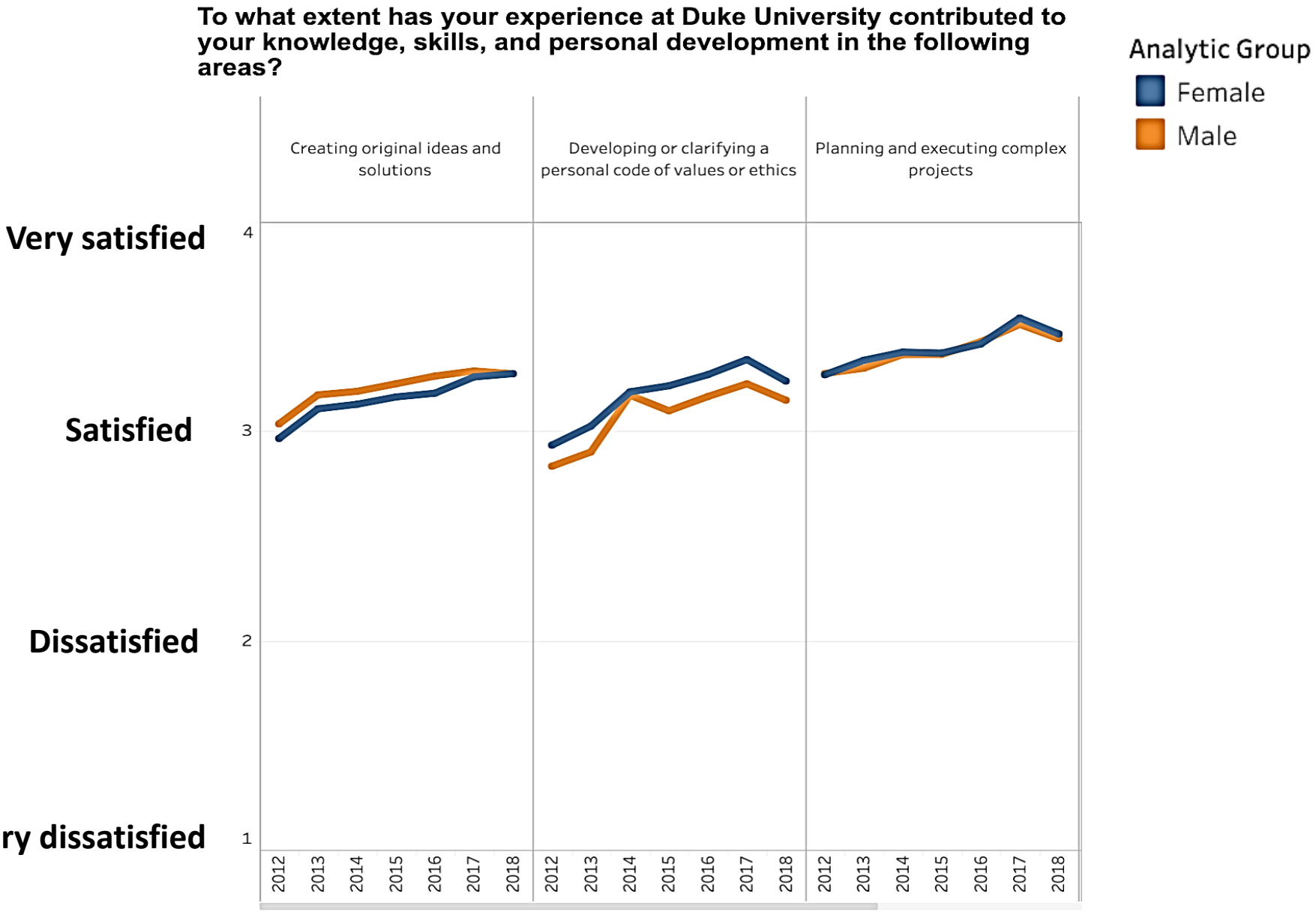
Administered by the Office of Institutional Research

https://finance.provost.duke.edu/related-policies-and-key-documents#institutional-research

Want access to the Tableau reports? Email jiali.luo@duke.edu

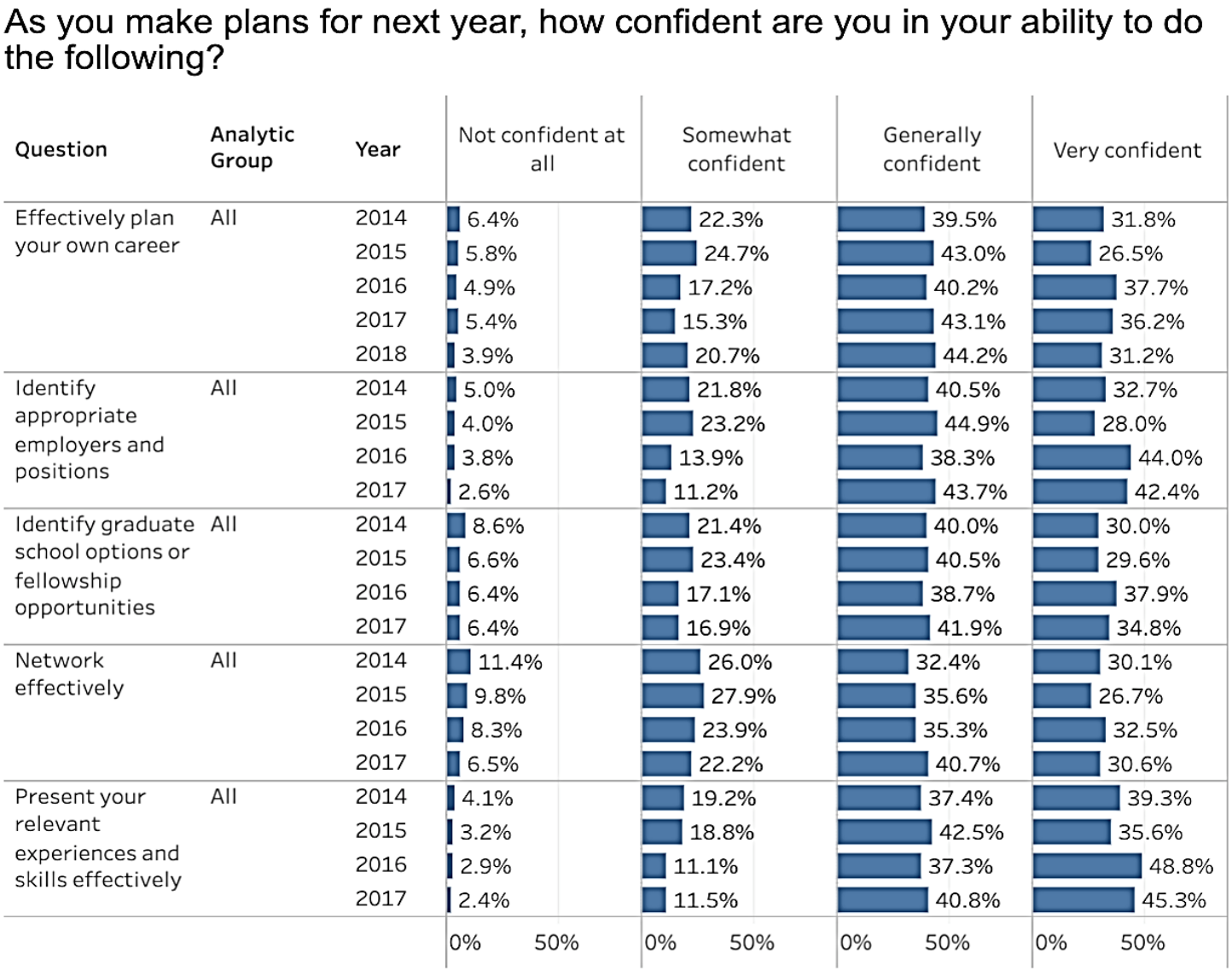
COFHE Senior Survey (Office of Institutional Research)

Want access to Tableau reports? Email jiali.luo@duke.edu



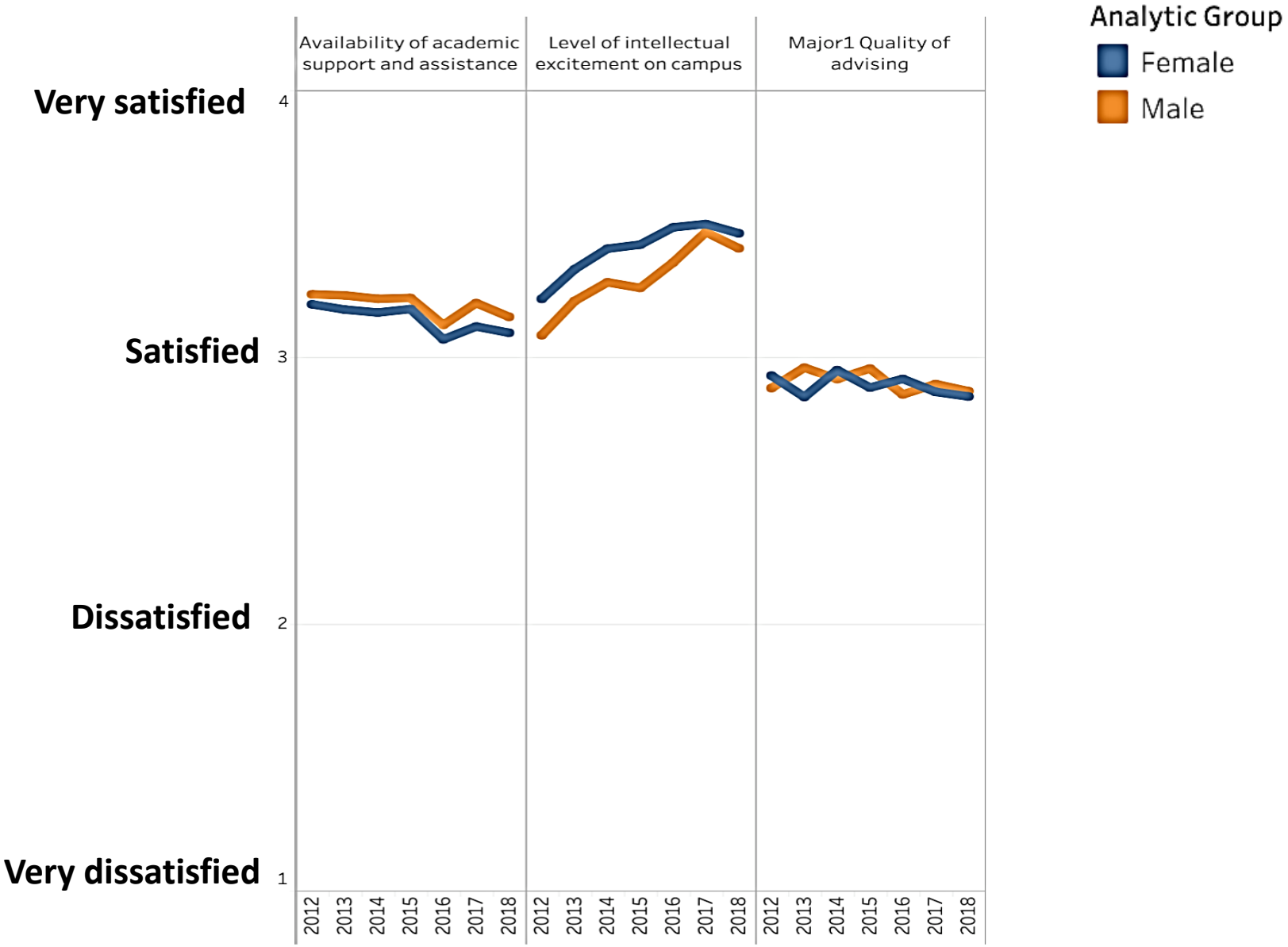
COFHE Senior Survey (Office of Institutional Research)

Want access to Tableau reports? Email jiali.luo@duke.edu



COFHE Senior Survey (Office of Institutional Research)

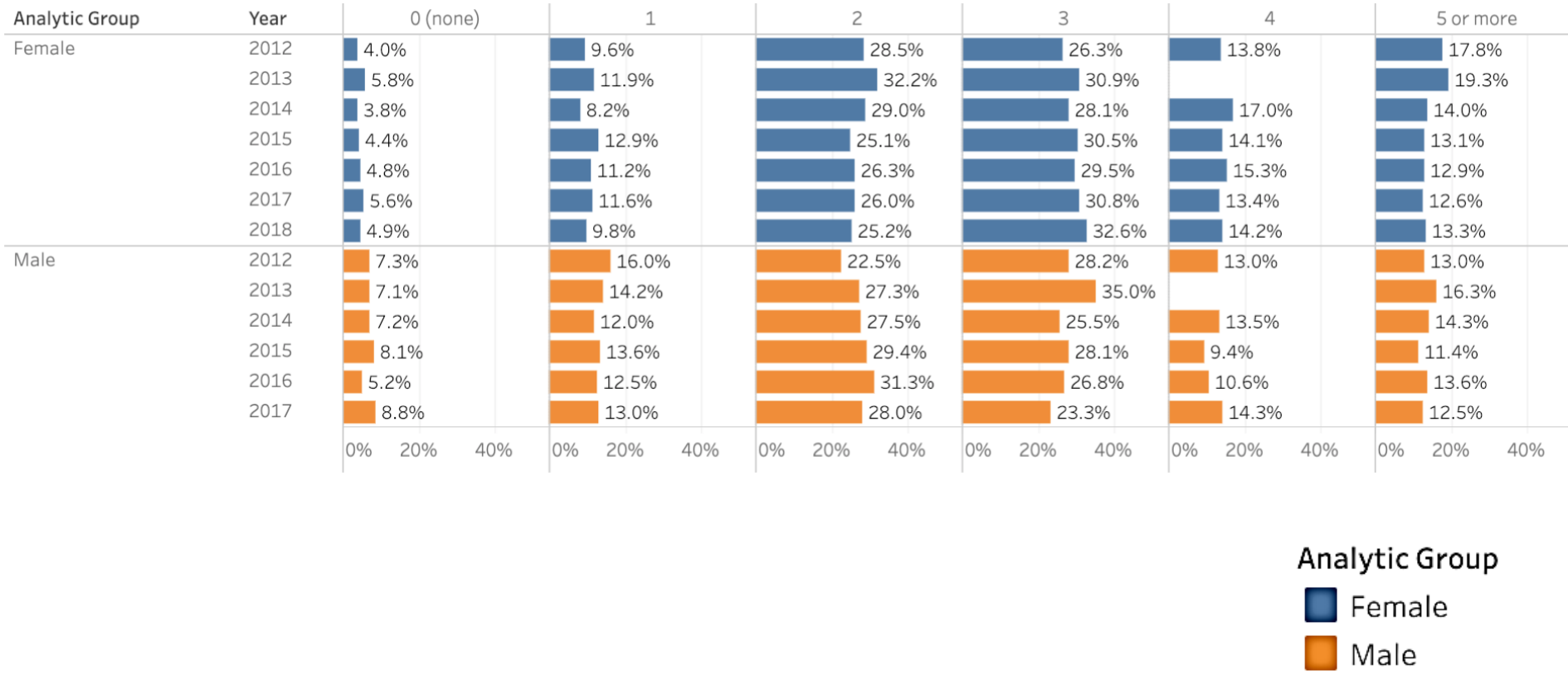
Want access to Tableau reports? Email jiali.luo@duke.edu



COFHE Senior Survey (Office of Institutional Research)

Want access to Tableau reports? Email jiali.luo@duke.edu

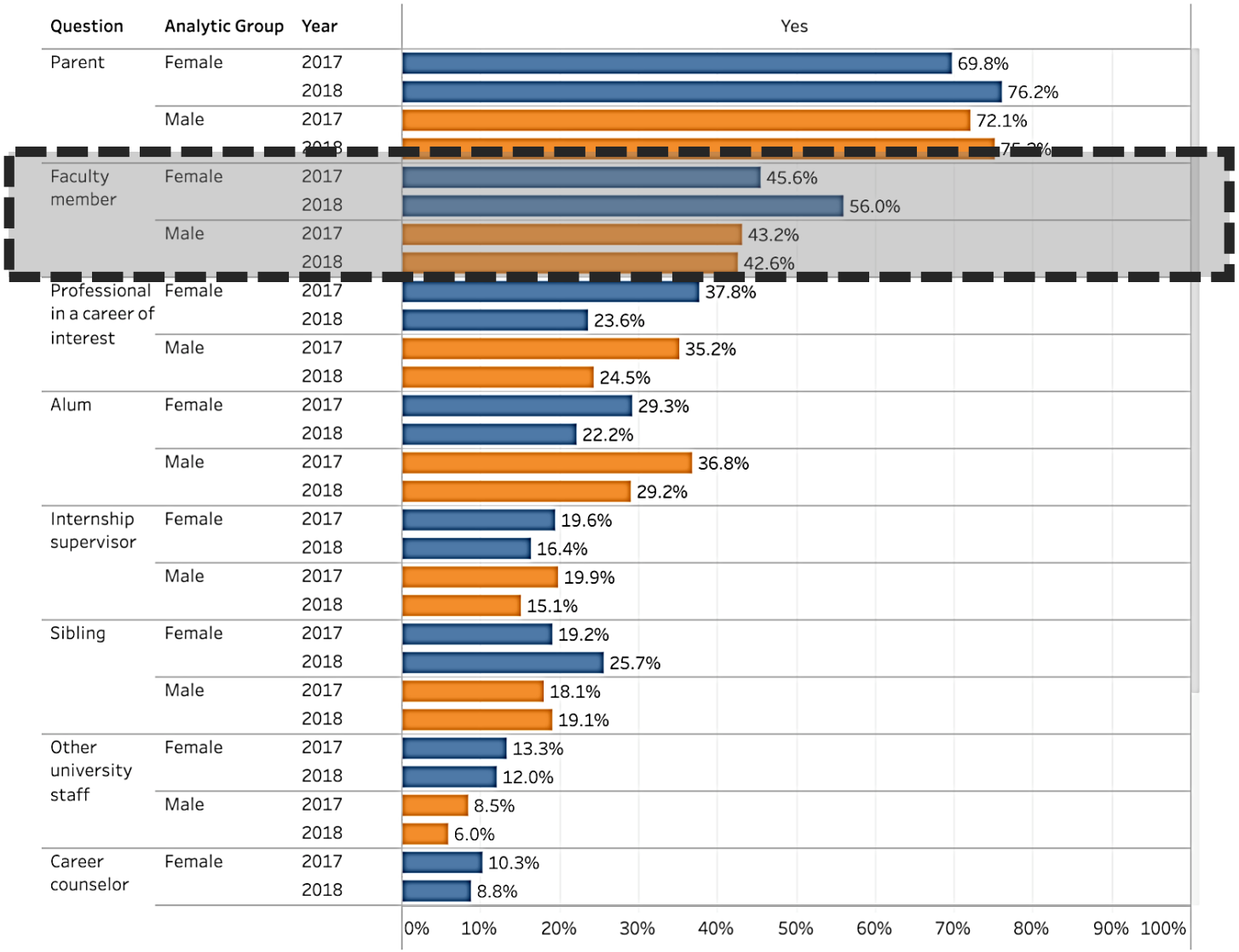
How many faculty members know you well enough to provide a professional recommendation concerning your qualifications for a job or advanced degree work? (By Group)



COFHE Senior Survey (Office of Institutional Research)

Want access to Tableau reports? Email jiali.luo@duke.edu

Who are the key professional development advisors in your life? Please select all that apply.



What other information do you need?

- Suitability of student/advisor match
- Perceptions of capstone support
- Satisfaction with their academic and professional networks

What are some possible methods?

- Surveys
- Group discussion (focus groups)
- Student exit interviews
- Advisor interviews

Qualtrics-based advising survey bank

https://assessment.trinity.duke.edu/qualtrics-survey-bank

The Office of Assessment, Trinity College (OATC) has created a library of questions in Qualtrics for you to copy or adapt for your own surveys. To access this library, log-in to Duke's Qualtrics license: https://duke.qualtrics.com. If you have not previously done so you will need to request access to the survey bank through the following **web-form**.

To browse the survey items, once you've logged in to Qualtrics, you can find Library as an option on the top right of your screen. Then, click on the down carrot next to the Library name to navigate between different libraries. Our library of questions is called "OATC Survey Bank". If you are having trouble viewing the OATC survey bank in Qualtrics please contact our office at Assessment@duke.edu. To view our quick start guide (including screenshots) for the Qualtrics Survey Bank please click here.

Survey bank question sets

Course Feedback

Advising in the Major