Academic Advising Approaches: Strategies that teach students to make the most of college

Chapter 3 – Learning Centered Advising

Reader Learning Outcomes

Readers will:

- Determine how and when new students on your campus are introduced to advising.
  - Is the focus on advising as a learning/educational activity? As registering for classes? Something else?
  - Are students informed about when it is appropriate to contact their advisors?
  - Are students informed of the benefits of advising, not just the responsibilities they have in advising?
- Depending on the focus of your advising responsibilities, write 4 or 5 learning objectives for the group(s) you work with.
  - If possible, share these with others (perhaps in small groups or on a bulletin board). Discuss, refine, rank, and share with students.
  - When you meet with students, ask them to assess how/whether they are meeting these learning objectives.
- Determine specific steps you can take to infuse learning into your advising sessions.
  - If possible, share these with others (perhaps in small groups or on a bulletin board).
  - After one month, review those steps to determine if they have helped. If necessary, revise.
- Set clear, reasonable, and positive goals for yourself as a learner in an advising context.
  - If possible, share these with others (perhaps in small groups or on a bulletin board).
  - After three months, review your goals. How successful have you been in reaching them? Should they be revised?

Aiming for Excellence discussion questions and activities

- How and where do students learn about advising? Its purpose/content? General education (the why and how, not just the what)?
- Does advising have a role in recruitment? Orientation (beyond scheduling/registering)?
- What does your campus expect students to learn through advising? How are these goals communicated to students/advisors/faculty/administrators/families?
- How can your campus actively involve students in advising?
- How can your campus help students prepare for meeting their advisors, so those meetings can be as productive and learning-centered as possible?