The results of two 2012 studies put academic advising on the “radar screens” of those interested in the retention, persistence, and graduation of college and university students. Klepfer & Hull (2012) found that three factors predicted the retention of students from their first to second year: high-level mathematics skills, completion of at least one Advanced Placement or International Baccalaureate course while in high school, and whether students met with an academic advisor during their first-year of college. Only one of these factors can be controlled after student matriculation: academic advising. Likewise, Ross & Kena (2012) found that “students who met with their college advisor in their first year at their institutions had 30 percent higher odds of completing a degree program than those who did not” (p. 261). Thus, academic advising is key where student completion is a goal. As such it is vital that all who advise college students continuously develop the knowledge and skills needed to effectively advise students.

Habley (1987) outlined three components of quality academic advising: informational, relational, and conceptual. The informational component includes what advisors must know: internal (i.e., campus) information, external resources and legal issues, student needs, and advisor self-knowledge (Higginson, 2000). The relational component of academic advising comprises what advisors must do to do their jobs effectively. Finally, and possibility most importantly, the conceptual component comprised the ideas advisors must understand to adequately advise students and advocate for those students on campus.

The NACADA/Jossey-Bass three-book Advisor Core Resource Library was conceived to address the three components of quality academic advising. The New Advisor Guidebook (2015) is “advising 101” addressing the informational component. This book focuses on foundational knowledge that advisors need to know during their first year. The book is built around a professional development chart that guides readers and/or those charged with training and development for new advisors. The book helps new advisors organize and understand what can seem like an overwhelming amount of informational knowledge, skills, and concepts.

Academic Advising Approaches (2013) is “advising 201” … the first book in the field that tackles the relational component of advising. This book addresses what advisors must “do” to successfully advise students. The book gathers a variety of proven advising practices and strategies that help students master the skills needed for their academic and career goals.

“Advising 301” is encapsulated in the 2016 book Beyond Foundations: Developing as a Master Advisor, the first book targeted to experienced advisors. From who defines student success to how to affect campus change, book chapters address conceptual issues that help advisors make meaningful contributions to their students and on their campuses.

An instructors’ manual for the three books is available through the Jossey-Bass website. Included in the “manual” are Reader Learning Outcomes (RLOs) for each chapter within the three books of the Advisor Core Resource Library. These RLOs can be used to introduce topics and help direct readers attention. Aiming for Excellence (AFE) discussion questions and activities should
be used after reading material within a chapter. AFEs help readers apply what they read to their advising practice.

Individual chapters can be utilized as the basis for short workshops or brown bag lunch discussions. A book, in its entirety, is easily adapted to either formalized (for credit) courses or for term-long professional development activities. Find out more about each book at:

www.wiley.com/go/NACADA_Approaches
www.wiley.com/go/NACADA_Guidebook
www.wiley.com/go/NACADA_BeyondFoundations

References


