

**CAN FACULTY AND
ADVISORS
COLLABORATE TO SERVE
STUDENTS IN
TRANSITION?**

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Vegas

WHO ARE WE?

- Me: Assistant Professor-in-Residence; instructor of first-year-seminars for exploring majors.

- You:
 - Faculty/instructors?

 - Advisors?

 - Both?

WHAT ARE WE DOING HERE?

- Reflect on our own unique contexts
 - Current collaborative relationships between faculty and academic advisors
- Explore a case at the University of Nevada, Las Vegas (UNLV)
 - Collaboration between faculty and academic advisors
- Imagine the potential
 - How *might* faculty and academic advisors collaborate within our contexts?

A BIT OF RELEVANT RESEARCH

- Smith, Dai, and Szelest (2006) demonstrate a successful collaboration between academic advisors, institutional researchers, and a member of the faculty.
- Burt, Young-Jones, Yadon, and Carr (2013) illustrate that perceived support from both faculty and academic advisors can have a beneficial impact on students.

REFLECTION

In your department/unit, do faculty and advisors work together in any way?

- If so, how?
- What are the benefits?
- What are the challenges?

How does your academic advising integrate with the teaching of your course, or vice-versa?

THE ASC AT UNLV

- At the Academic Success Center (ASC), colleagues across units work together in a variety of ways
- A notable example of this is the collaboration between academic advisors and faculty in the Academic Transitions Unit

AN ENVIRONMENT CONDUCTIVE TO COLLABORATION

- Academic advisors who work with students exploring majors
- Faculty who teach first-year seminars for students exploring majors
- In the same building!
- Academic advisor presentations and advising assignment

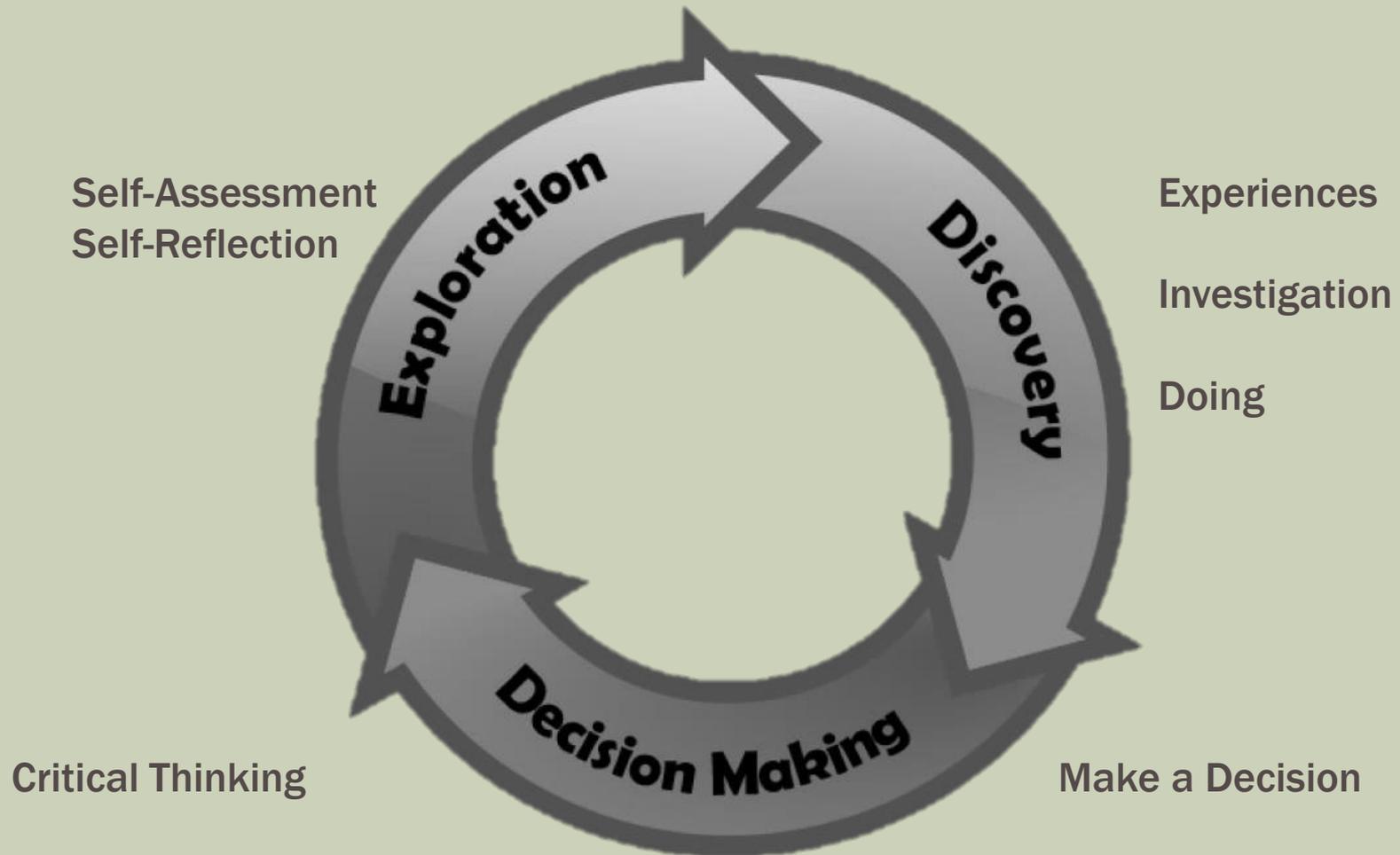
TOOTING ONE'S OWN HORN

Fall and spring semesters over the past three years (Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2016), compared to the overall mean for all first-year seminar courses, COLA 100E students indicated a higher satisfaction with the quality of instruction and quality of advising (University of Nevada, Las Vegas, Office of the Vice Provost for Undergraduate Education, 2013 - 2016).

THE BEGINNINGS OF SAID COLLABORATION

- Presentation by our Director of Academic Advising (Brown, 2015)
- The Major/Career Development Process
- Discussion between faculty about how to incorporate this into our curriculum

MAJOR/CAREER DEVELOPMENT PROCESS



THE PROCESS INTEGRATED WITH THE CURRICULUM

- The Major/Career Development Process became a part of the COLA 100E curriculum.
- Fall 2015 & Spring 2016 was the first full year of implementation
- Final essay about the process

MY FIRST DAY OF CLASS

University Undergraduate Learning Outcomes (UULOS)

Intellectual Breadth & Lifelong Learning

Inquiry & Critical Thinking

Communication

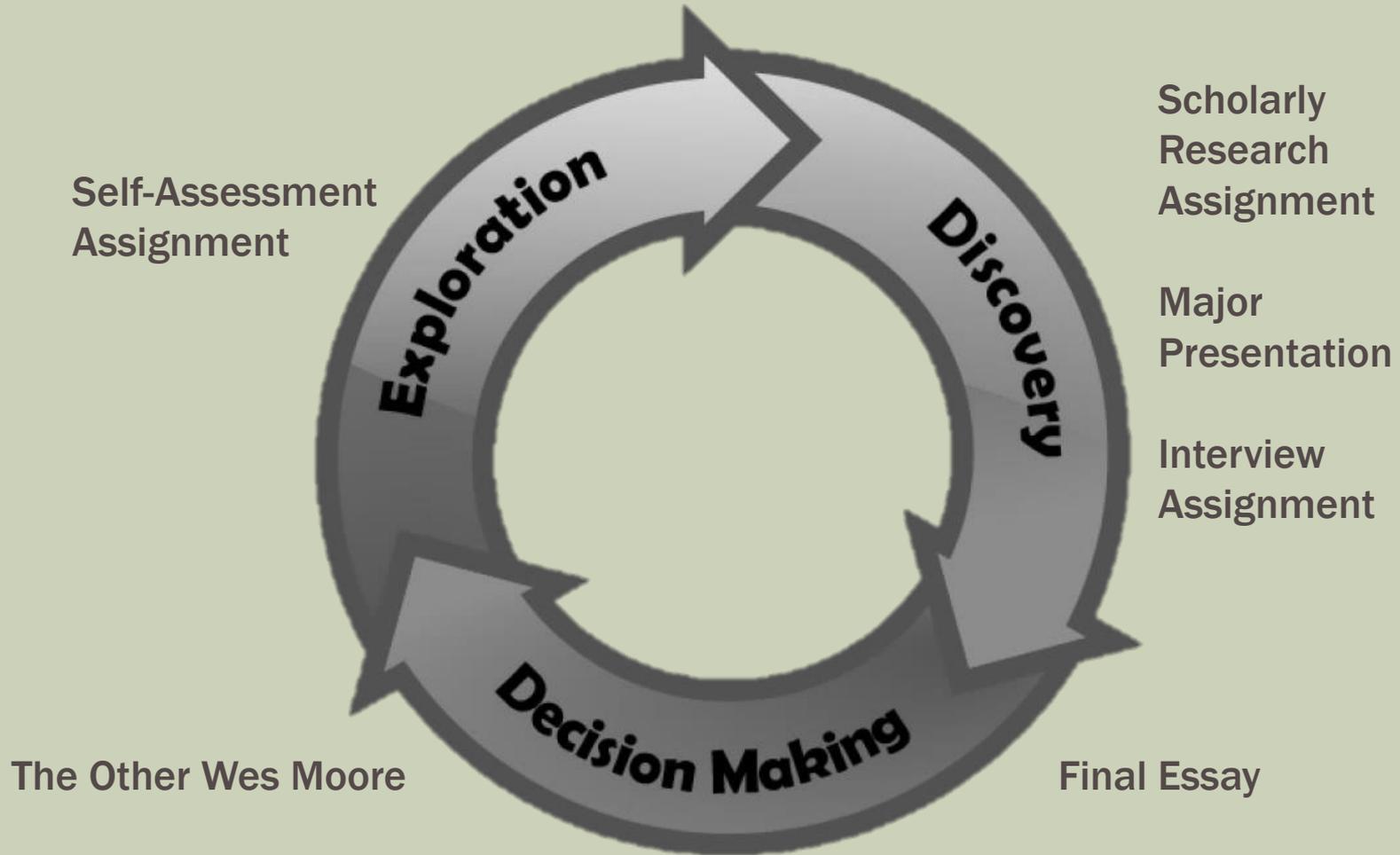
Global/Multicultural Knowledge & Awareness

Citizenship & Ethics

Major/Career Development Process



ASSIGNMENTS (FROM FIRST YEAR)



FINAL ESSAY PROMPT

- Using specific examples from this class or elsewhere, discuss what you have done to engage in each stage of the major/career development process: major exploration, discovery, and decision making.
- At this stage in the process, choose a specific major. Thoroughly discuss why you have chosen this major. What are the pros and cons to this major?
- Given that the major/career development process (major exploration, discovery, and decision making) is cyclical, discuss how you plan to continue to engage in each stage of the process throughout your academic career.

CURRENT SEMESTER (FALL 2016)

- **4 Part Project**
 - Part One: The Self-Assessment
 - Part Two: The Informational Interview
 - Part Three: The Presentation
 - Part Four: The Mid-Term Essay (former Final Essay prompt)

CURRENT SEMESTER (FALL 2016)

Academic Advising Assignment COLA 100E – fall 2016

Name: _____ NSHE #: _____

1. When is the first day you can begin registering for spring 2017 classes?
2. Where do you check your mid-semester grades in MyUNLV?
3. When is the last day to DROP a class?
4. Do you have any HOLDS in MyUNLV that would prevent you from registering? If so, what are these HOLDS?
5. In which classes are you currently excelling? Why?
6. In which classes are you currently struggling? Why? What resources and/or strategies are you using to help with these classes?
7. Where are you in the major and career exploration process (see back)? Check off all of the actions you have completed so far. List any majors and/or careers you are currently considering and why.
8. List the courses you plan to register for spring 2017.

Advisor's name: _____ office location: _____

e-mail: _____ phone: _____

Advisor's signature: _____ date: _____

Major and Career Exploration Cycle

UNLV ACADEMIC SUCCESS CENTER
unlv.edu/asc/advising • 702-895-3177 • ascadvising@unlv.edu

Exploration

Outcome:

Examine your motivations (interests, skills, values, needs) so that you can make effective decisions concerning your educational career.

Actions:

- Complete self-assessments offered by the university (e.g., FOCUS 2, MBTI)
- Determine your priorities in major and career selection
- Talk to family, friends, and people who know you to get ideas from their insights
- Utilize additional materials related to your self-exploration
- Begin to reflect on how you approach decision making

Foundational Learning Outcomes:

- Understand the University Undergraduate Learning Outcomes (UULO's).
- Have knowledge of campus resources and how to use them.
- Understand university policies and deadlines.
- Evaluate your degree progress through understanding general education and the use of additional tools.

Revisit

Outcome:

Reflect on your readiness to choose a major or career path.

Actions:

- Evaluate if you meet the qualifications for your chosen major or career
- Discover options to overcome any potential obstacles and take necessary steps
- Revisit the Exploration, Discovery, and Decision Making steps again to determine if your chosen major or career is still right for you

Discovery

Outcome:

Take initiative and utilize resources to gather knowledge and think critically about your major and career options.

Actions:

- Attend major and career fairs
- Analyze if your skills, values, interests, and needs fit with major or career you are considering
- Discover the different routes to the major or career you are considering
- Interview people with experience in that major or career (professors, alumni, family, people in the field)
- Volunteer, job shadow, or complete an internship in a field you are interested in

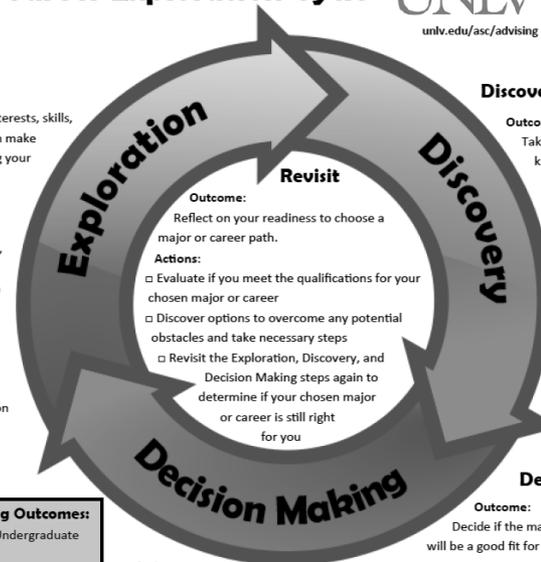
Decision Making

Outcome:

Decide if the major or career you've been considering will be a good fit for you.

Actions:

- Implement your ideal decision-making strategy that you've been reflecting on
- Eliminate major and career alternatives that don't fit with your values, goals, etc.
- Determine next steps (major declaration or further exploration)
- Begin to set long- and short-term academic and career goals



BENEFITS

- **Structure and Guidance**
- **Consistent Narrative**

ANECDOTAL EVIDENCE

- “Through three key elements, which are major exploration, discovery and decision making. These factors helped me to succeed in the Cola class and narrowing down a major. But ultimately, I feel it has instilled a process within me to make better academic decisions going into the future”

-From Final Essay, Fall 2015

ANECDOTAL EVIDENCE

- “The most important thing I have taken away from this course has been the major/career development process, as choosing a major is the most crucial decision a university student will make”

-From Final Essay, Fall 2015

ANECDOTAL EVIDENCE

- “The career development process also helped me make the right decision about my major and I am glad that I learned all about it. Choosing a major or even a career can be very hard especially if a person has no idea of what they may want. I suggest to anyone to use that process because it will really make a difference and actually help a person make the right decision”

-From Final Essay, Fall 2015

OFFICIAL ASSESSMENT?

- Unfortunately, not yet
- A potential first step
 - A student learning outcomes survey at the end of the semester

REFLECTION

Is there potential for faculty – academic advisor collaboration in your unit/department/institution? What would that collaboration look like? How would it work? Who, or what needs, would it serve?

What are the potential limits of faculty – academic advisor collaboration? What sorts of barriers might prevent faculty – academic advisor collaboration?

What other collaborative efforts might be possible in your unit/department/institution?

How might you assess or evaluate collaboration in your context?

What is the potential for integration between your academic advising and your instruction?

FINAL THOUGHTS

- Both faculty and academic advisors play a major role in assisting students navigate the challenging terrain that is higher education.
- As faculty and academic advisors, we have a lot to offer students in transition (e.g., academics, non-cognitive success skills, course scheduling, institutional policy, etc.)
- I encourage you to think creatively about how academic advising and instruction can be integrated.
- Overall, what is the potential for collaboration in serving a common mission?

QUESTIONS?

Thanks for having me!

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