

Beyond Engagement: Academic Advisers as Process Engineers

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As educators, we must be in the information
processing business,
not the information giving business.

Google

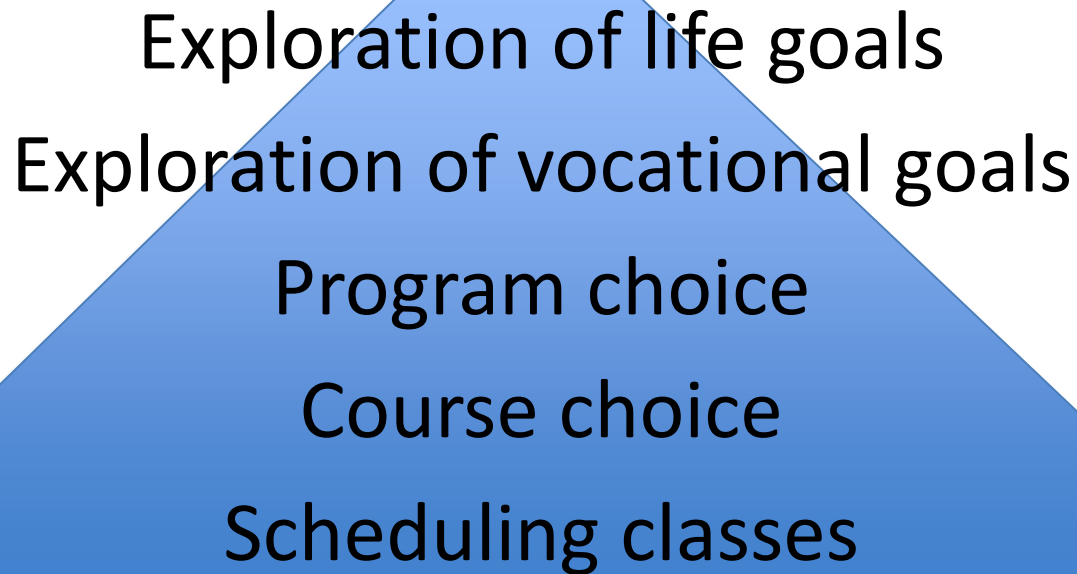
“gives” much more efficiently than we can



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O'Banion's Model



Exploration of life goals
Exploration of vocational goals
Program choice
Course choice
Scheduling classes



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Academic Advisors

As process engineers



The long and winding road
to the national
obsession with
student engagement.



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www.sc.edu/fye

Factors leading to interest in student engagement

- Growth in enrollments following WWII
- Increased access due to legislation and financial aid
- Increasing numbers of underrepresented populations of students



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What does the literature tell us about student success??

Research & theories on student success and persistence

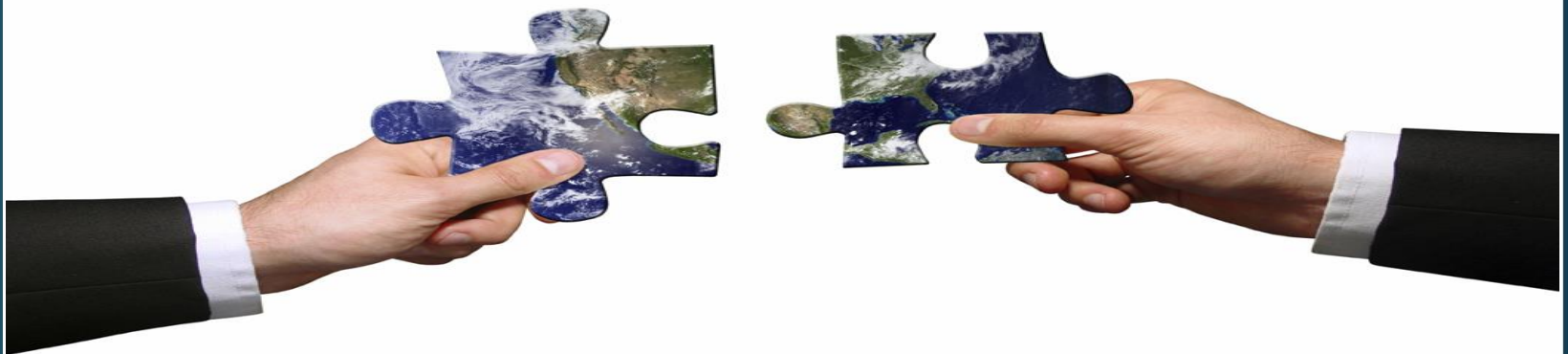


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Institutional Fit

(Tinto and others)

- Congruence between student and institutional goals and values.
- Can students needs be met at the institution?
- Can fit be cultivated?



Social & Academic Integration

(Tinto, Pascarella & Terenzini, Light, others)



- Learning and retention increase when what students learn outside the classroom is incorporated inside the classroom
- Relevance and integration



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Involvement and Community

(Astin, Kuh, Sanford, Light)



- Time on task
- Link between quality and quantity of involvement and student performance
- Positive interaction with peers creates sense of belonging and increased satisfaction



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Learning

(Astin, Kuh, Tinto, others)

- Is key to success
- Is root of persistence and success
- Book learning and life skills learning are both critical
- Terenzini's epiphany



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Engagement

(Kuh et al)

- An extension of the work on involvement and community
- Purposeful, intentional, and connected
- Links cognitive and affective dimensions



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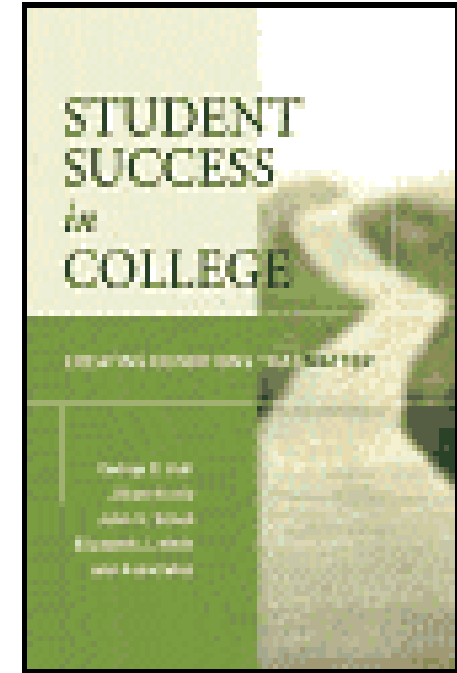
Research on Engagement

- Engagement in **educationally purposeful activities** is positively related to grades and persistence.
- Student **engagement varies** more **within** any given school than **between** schools or institutional types.
- Student engagement is **unrelated to selectivity**
- The **single best predictor of student satisfaction** with college is the degree to which they perceive the college **environment to be supportive** of their academic and social needs.

Kuh, et al (2006). *What matters to student success: A review of the literature*. Commissioned report for the national symposium on postsecondary student success.

Effective Education Practices

- Level of Academic Challenge
- Active & Collaborative Learning
- Student Interactions with Faculty Members
- Enriching Educational Experiences
- Supportive Campus Environment



Kuh, Kinzie, Schuh, Whitt, & Assoc. (2005). *Student success in college.*

Who is most engaged?

- Full-time students
- Learning community students
- Native students

(those who start and finish at same school)

- Students living on campus
- Women

Kuh, et al (2006). *What matters to student success: A review of the literature*. Commissioned report for the national symposium on postsecondary student success.



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10 High-Impact Activities

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses and Projects

High Impact Practices

...while promising, they are not a panacea. Only when they are implemented well and continually evaluated to be sure they are accessible to and reaching all students will we realize their considerable potential.

- *From the forward by George Kuh*

Brownell, J.E. & Swaner, L.E. (2010) Five High Impact Practices: Research on Learning Outcomes, Completion, and Quality. Washington, DC: AAC&U.



Put yourself to a test

What role can advisers have in encouraging and ensuring integrative learning?



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Integrative Learning

is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

- <http://www.aacu.org/value/rubrics/integrativelearning.cfm>

Integrative Learning Skills

- Connect skills and knowledge from multiple sources and experiences
- Apply theory to practice in various settings
- Utilize diverse and even contradictory points of view
- Intentionally select experiences

<http://gallery.carnegiefoundation.org/ilp/>



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Think...Pair...Share

How can advisers encourage and ensure meaning-making and integrative learning?

Strategies for encouraging reflection



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Reflective Practice



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Effective Reflection

- Continuous
- Connected
- Challenging
- Contextualized

Eyler & Giles *Where's the Learning in Service Learning?*, Jossey-Bass, 1999

A Role for Academic Advisors

Distraction...

Focus...

Reflection...

Action



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Advising for Epiphany

Epiphany can be defined as a moment of sudden intuitive understanding or a flash of insight. Epiphany can be viewed as a four-stage process.



(1) One begins in a state of ignorance or illusion.

(2) One experiences a conflict between reality and that illusion or state of ignorance.

(3) One achieves insight into one's previous state of unawareness and now perceives things differently.

(4) One takes action to change based on the newly acquired insight.



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Non-epiphany

If one experiences conflict between illusion/ignorance and reality but still does not attain insight or learn anything from that experience.

Failed epiphany

If one achieves insight but does not take action to change.

Full epiphany

If one moves through all four of the stages.

?

What

?

So What

?

Now what



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Beyond Engagement: Academic Advisers as Process Engineers

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