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.

“gives” much more efficiently than we can
O’Banion’s Model

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

As process engineers
The long and winding road to the national obsession with student engagement.
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
What does the literature tell us about student success?

Research & theories on student success and persistence
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
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
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
Engagement

(Kuh et al)

• An extension of the work on involvement and community

• Purposeful, intentional, and connected

• Links cognitive and affective dimensions
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.

Effective Education Practices

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

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

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

Put yourself to a test

What role can advisers have in encouraging and ensuring integrative learning?
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/
Think...Pair...Share

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

Strategies for encouraging reflection
Reflective Practice
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
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.
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.
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