Advice That Matters

What Do Students Hear and Remember?

Rochester Institute of Technology
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This session is about...

- An on-going narrative study
- Integration of theory and practice
- •Feedback that advising makes a difference in the lives of the students.

Academic advisors have long known what college presidents and other policy makers are only now learning: there is a wealth of important empirically based evidence which has found a significant correlation between quality advising, student satisfaction, and enhanced persistence and graduation.

John Gardener, National Resource Center for the Freshman Year Experience and Students in Transition

Thinking DEEPly about Academic Advising and Student Engagement

Academic advisors play an integral role in promoting student success by assisting students in ways that encourage them to engage in the right kinds of activities, inside and outside the classroom....

George Kuh, Center for Postsecondary Research Indiana University, 2006

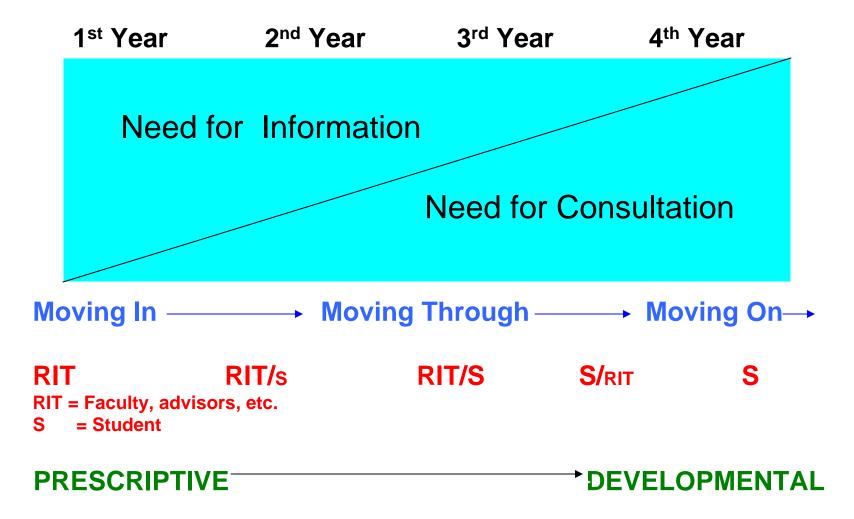
Ann Lynch's Moving In, Moving Through, and Moving On provides a conceptual framework for academic advising.

Arthur Chickering. George Mason Empowering Lifelong Development *NACADA Journal*, Fall 1994

Students need the support of academic advisors and advising programs as they make three critical transitions:

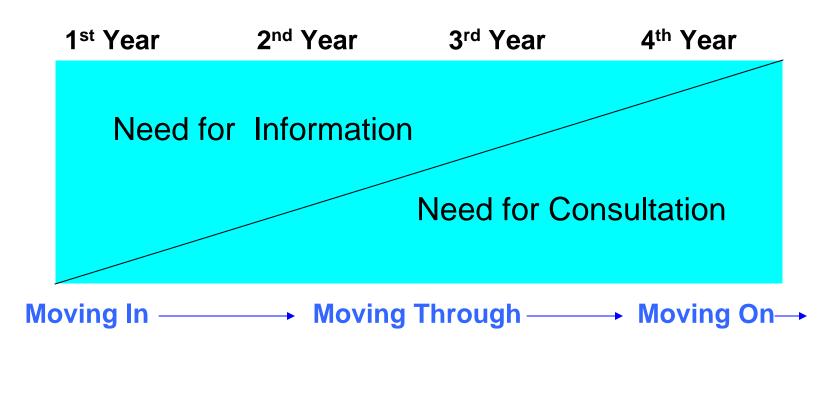
- Moving into college
- Moving through college
- Moving on from college

Changing Environment & Changing Students



Lynch, 1989; Brown& Rivas, 1994; Creamer, 2000; Brown, 2006

Changing Environment & Changing Students



GREAT PROGRAMS GREAT CAREERS GREAT LIVES

Moving In

- Making transitions
- Developing motivation for learning

Commitment to enroll through orientation

Moving Through

- Defining a major
- Optimizing learning
- Developing mature interpersonal relationships

End of orientation through completion of GE and lower division major requirements

Moving On

- Clarifying the new identity
- Developing a lifespan perspective

The transition from college into life

My own perspectives and experiences

Moving In: Freshman and Transfer Orientation Keynote Presenter 1974-1998

Moving Through: Academic Advisor 1971-present; Dean of Advising Services 1977-1998

Moving On: 1998 Commencement Speaker

The Right Words at the Right Time.

Marlo Thomas

Maybe it was a grandparent, or a teacher, or a colleague. Someone older, patient and wise, who understood you when you were young and searching, helped you see the world as a more profound place, gave you sound advice to help you make your way through it.

Tuesdays with Morrie, 1997

The Right [Advising] Words at the Right Time

Adult students often "recycle" through developmental issues faced by younger students.

Chickering and Reisser, 1993

Inwardly, [adult] students relate to teachers as "elders", even if the age difference is reversed and they may be as apprehensive as younger students tend to be.

Parker Palmer, 1998

To learn what works best for students, we should ask them.

Richard Light, 2001.

Moving In:

Reflections on twenty-four first Monday mornings in September...

(and the Fridays before.)

Helping students move into college effectively is far and away the most important responsibility for academic advisors.

Arthur Chickering, 1994

National Dropout Rates

Freshman to Sophomore

MA/Private Institutions

24.7%

ACT Institutional Data File, 2005

National Drop Out Rates Freshman to Sophomore Year

Mean

MA Private

24.7

Highly Selective

7.9

(1220-1380 SAT mean)

Selective

18.1

(1030-1220 SAT mean)

RIT (1220 SAT mean)

17.0

Source: Education Trust-2003 Entering Class

Students who leave in the first term or semester never really "arrived" in the first place. They did not complete the journey from their culture and experiences to the culture of the institution....

Joseph C. Blake, Provost State University System of Nevada

Ask entering students what they fear most about going to college and they will probably say dropping out.

Lee Upcraft
Orienting Students to College, 1984

Students are afraid: afraid of failing, of not understanding, of having their ignorance exposed or their prejudices challenged, of looking foolish in front of their peers....

Parker Palmer

The Courage to Teach, 1998

Recent studies confirm a sharp rise in the number of students with depression and other psychological problems.

Some see the rise in mental health problems as a sign that college has become more stressful...

"Prozac Campus"
Chronicle of Higher Education 2/14/03

We cannot completely protect our students from stress, nor would we want to if we could; the abilities to manage stress, to budget time, and to make priorities are important components of student success.

Report of the RIT Retention Task Force, 2000

What they remembered

It's OK to be afraid....

Without fear, there can be no courage, and it will often take courage to do what you have to do....

Mary Vollmer Class of 2002

Most of the students who enroll here are successful. The entire campus community—from faculty and staff, to the coaches, residence halls staff, and peer advisors here today are committed to help you achieve your goals....

I was doubting that I was prepared to be a student...You opened my eyes and helped me realize that where I come from doesn't make me weaker, but it makes me a lot stronger because I showed that I can overcome anything....

Be-Naiah Williams, Class of 2007

What they remembered

Failure is a part of learning

Falling down is not failing, as long as you keep getting back up, and keep getting back up, and keep getting back up, and keep getting back up....

Role of failure

Those students who do well in my class aren't afraid to fail. If they read a problem and don't instantly know how to do it, they don't quit or feel embarrassed. They understand that they're not failing the course because of a failed experiment.

Faculty Viewpoint

Understanding University Success, 2003

l always knew that you had high expectations for me, and even when I failed, I never felt that your attitude toward me changed.

Kirby Coleman, Celebrity Portrait Artist

Many non-traditional students want their doubts erased about their being capable of learning

This is especially true for first generation students, Hispanic and African American students

Laura Rendon, 1994

You said you had "good news and bad news" about high school grades. Well I received the "good news" because my high school grades were not excellent, but college is a whole new ball game and I am starting fresh....Now I work and earn grades past my expectations....

Rogelio Avalos, 2003

Getting beyond IQ Thinking

What is missing in tests of ability is motivation. What you need to know about someone is whether s/he will keep going when things get frustrating. Achievement is not just a function of talent, but also of the capacity to stand defeat.

Daniel Goleman

Emotional Intelligence, 1995

"I looked around this beautiful, lush rich campus and though, 'What the hell am I doing here?' It's only a matter of time before they realize that I am not one of them. I am not rich. don't have a loving family to go home to on holidays. I have foster parents who don't want me, a stepdad in prison, and a dead mother. And, I am not smart. I scored 580 on my SATs..."

Tammy Ramos
JD, Notre Dame Law School

What they remembered

- elt's not your APTITUDE
- •It's your ATTITUDE
- •That determines the ALTITUDE you will achieve.

Numerous respondents

What they remember...

I have learned to admit that I am a smart individual, even though my high school GPA was not as high...you helped me reflect on the skills that I have other than my intellectual side.

I should not let numbers put me down, because I am more than what numbers say about me.

Kuby Her, 2001

I remember the first time I came into your office—a requirement. I didn't like being required to see anyone. I do believe I was just "slightly" inappropriate in my demeanor. What I remember is that I sat down, started to voice my irritation, you smiled, leaned back in your chair and just let me finish.

Holly Nelson

The "successful student" is well integrated into the university community, making steady progress toward a degree, and enjoying positive relationships with faculty in a supportive learning environment.

Report of the RIT Retention Task Force, 2000

Transforming Students Through Validation

Even the most non-traditional students can be transformed into powerful learners through in- and out-of-class academic or interpersonal validation.

Dr. Laura Rendon, 1994

What they remembered...

There are ten Black and Latino kids who are poor who begin first grade every year in this country...

Five will finish high school.

Two will go to college.

One will enroll in a private college.

YOU ARE THE ONE!!

Dr. Brian Stanley, Director of the Office of Black Student Programs, Saint Mary's College of California

I think this worked for me because it challenged me to think differently about my experience. I was special (10 Black kids)....

Dr. Brian Stanley

Ifelt special because I really thought back on all of the people who I went to school with, and I am the "one" who made it....

Demitri Taylor
2000 Entering First -year

What they remembered

If you don't know where you're going, you might end up somewhere else.

Patrick Diaz, Corporate Recruiter

The secret of success....

Everyday, make a list of the things you have to do,
Then do them.

JUST DO IT!!

What they remembered

The tassel is worth the hassle.

School of Nursing Graduate, 2002

The funny thing is that when I was a freshman listening to those words, I thought they didn't apply to me....

Amy Bell, Lasallian Volunteer Sri Lanka

Moving Through

Advisors are the most important single resource for helping students move through college.

Arthur Chickering, 1994

Moving Through

- Defining a major
- Optimizing learning
- Developing mature interpersonal relationships

End of orientation through completion of GE and lower division major requirements

What they remembered

What you major in doesn't determine the careers that will or will not be open to you...

Numerous respondents

Defining an appropriate major is critical.

When the choice really fits, it has great motivational force; it releases energy and enthusiasm that can power a wide range of learning and personal development.

Chickering, 1994

And when the choice of major doesn't "fit" or changes...?

Commitment to Goals

RIT First Year Students

 6.7% agree "chances are good" that they will change major

 7.2% agree "chances are good" they will change career choice

Highly selective 4 year

 13.2% likely to change major

 13.8% likely to change career choice

2005 CIRP Survey

50 to 75 % of students change their majors at least once....

Field of Study

VS.

Major

Major in something you enjoy

It was time to choose my major. I went to see you about this. I told you that I was thinking about a major in business because it seemed practical. You asked me, "What do you like", "What are you interested in".

It was as if you have me the emotional permission to follow what I wanted to do, which was something in the international field.

Holly J. Nelson, International Technology Attorney

Students not only need answers to questions, but very often need be informed of the questions.

Professor Mark Morlock
2003 CSU Chico Outstanding Adviser

The question students seek to answer through advising

NOT....

"What courses do I need to take?"

The question students seek to answer through advising

"How do I want to live my life?"

"What can I do at RIT to help move me toward this vision of my future?"

What is it you plan to do with your one wild and precious life?

Summer, Mary Oliver

What they remembered

You told me to discover my passion and to find something that I loved to do and I would "never have to work a day in my life"

Karis Stoudamire,
Damon Stoudamire, Inc.
Youth and Community Services

Moving Through

- Defining a major
- Optimizing learning
- Developing mature interpersonal relationships

End of orientation through completion of GE and lower division major requirements

Many undergraduates come to college skeptical about the importance of higher education.

They know they want a degree, but they are not quite sure they want an education.

David Chapman, Dean Samford University, 9/12/03

Students usually have a realistic understanding about the demands of academic work and what is required to be successful in classes

Strongly agree/agree

13%

Disagree/strongly disagree

69%

Teaching Professor Participants, 2005

49.7% reported A/A- as their average high school grade.

92% earned a B average or higher.

61% expect to earn at least a B average in college.

2005 RIT CIRP Survey

56.5% of RIT students agree

"Grading in high school has become too easy...."

2005 RIT First-Year Survey

Grades A and B are sometimes given too readily--Grade A for work of not very high merit and grade B for work not above mediocre...

One of the chief obstacles to raising standards is the readiness with which students gain passable grades for sham work

Report of the Committee on Raising the Standard, Harvard University
1894

Worries about grade inflation perpetuate a tendency to confuse quality with difficulty.

Alfie Kohn,
The Dangerous Myth of Grade Inflation
Chronicle of Higher Education, 2002

Moving beyond grades to learning

Our best leverage is helping students to recognize that their long run payoffs come not from good grades but from learning that lasts.

Chickering, 1994

What they remembered

When you get out into the world, no one is going to care what grade you got in Freshman Comp, only that you can write.

Patrick Diaz, Corporate Recruiter

I think this worked for me because it challenged me... I had to get above average grades and I could do it as well....

Dr. Brian Stanley

Do students understand what is required to be "successful" in college?

It appears that students underestimate the amount of time and effort required to do a good job (much less an excellent job) in most of their courses.

Survey of Faculty 2001-2005

Do students understand what is required to be "successful"?

How many hours did you study during a typical week in your last year of high school?

13% More than 10 hours

70% Five hours or less

42% Less than two hours a

week!!

2005 RIT First-Year Survey

I have to teach students how to study before I can get to course content...

Survey of Faculty, 2001-2005

What they remembered

How long do you study??

Until you know it.

Gina McCray, Account Executive Rhino Records

Role of Criticism

Students need to be willing to receive a critique of their work without perceiving it as an attack on their integrity, intelligence or creativity...

A good refutation of your work is not a personal attack; it does not mean that you are talentless or a bad person.

Faculty Viewpoint
Understanding University Success, 2003

Moving On

As academic advisors, we can be mightily helpful to students of whatever age who are facing graduation....

We can help students leave with optimism, enthusiasm, and a sense of being in charge of their own futures.

Arthur Chickering, 1994

Higher education has consistently improved and expanded its efforts to assist students to move in an move through college. However, greater attention needs to be paid to support students as they make the transition from college and into the next phases of their lives.

We need to recognize seniors as students in transition and take efforts to support such transitions

John N. Gardner and Gretchen Van der Veer The Senior year Experience: The Second Critical Transition,

The institution's job is not just to help students make it through the college but to aid them in charting life's harder

Chronicle of Higher Education, 10/11/01

Moving On:

Lessons from Lizzie's Wedding

What they remembered

If you don't have a job or THE job, don't panic! Your first job will not be your only job or your last one.

Gina McCray

What they remembered

The search for the first job is often the most difficult job, and it is often frustrating.

You have to drill a lot of dry holes before you finally strike an oil well.

Gina McCray

You're not looking for a "job", you're looking for your "work."

A job is what you do to pay the rent, put food on the table, or make that car note.

Work is what you do to feed your heart and nourish your spirit.

Never be afraid to walk away from anything, anyplace, or anybody when your principles and spirit come under attack.

For you will never be happy if the things you believe in are different from the things that you do.

Dame Freya Stark
Adventurer and Author

Developing Integrity

Most importantly, words are consistent with actions.

Rather than merely talking the talk, one walks the walk.

Chickering 1994

I have to tell you that you are the one who made me decide to walk the walk and stop "talking the talk" and really buckle down and decide what I wanted to do....

Karis Stoudamire

Because I did what I did, I feel like I never compromised my soul... even if it cost something in terms of time.

Holly Nelson

Dare to Change the World

- Takichiro Mori
- Memberangati Hari Puja
- Jacqueline Mars Badger
- Karl Albrecht
- Paul Allen (hint!)
- Warren Buffett (BIG hint!!)

Dare to Change the World

- Takichiro Mori
- Memberangati Hari Puja
- Jacqueline Mars Badger
- Karl Albrecht
- Paul Allen
- Warren Buffett

- Nelson Mandela
- Mother Teresa
- Elie Weisel
- Rigoberta Menchu
- Dalai Lama
- Doctors Without Borders

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