



Why Advise: National Data

MODULE 2

Promoting
Advising for
Student
Success
PORTal



WHY ADVISE: NATIONAL DATA

“Institutions use these data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more..”

Since 2002, USM has participated in the **National Survey of Student Engagement** (NSSE) which is designed to obtain information about student perceptions of their own participation in programs and activities and their perceptions about what activities and programs institutions provide to support their learning and personal development. Survey items represent empirically confirmed "good practices" in undergraduate education; that is, they reflect behaviors by students and institutions that are associated with desired outcomes of college.

Institutions use these data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good

practices in undergraduate education. According to the NSSE developers, this information is also intended for use by prospective college students, their parents, college counselors, academic advisors, institutional research officers, and researchers in learning more about how students spend their time at different colleges and universities and what they gain from their experiences.

Forty-eight items on the NSSE are grouped within “Benchmarks of Effective Educational Practice.” These benchmarks are in essence, “thematic clusters” and serve as a framework through which to consider the NSSE data as it relates to institutional practice. The National Benchmarks of Effective Educational Practice include:



NSSE BENCHMARKS INCLUDE:



Level of Academic Challenge



Active and Collaborative Learning



Student Interactions with Faculty Members



Enriching Educational Experience



Supportive Campus Environment

LEVEL OF ACADEMIC CHALLENGE

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

ACTIVE AND COLLABORATIVE LEARNING

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily, during, and after college.

STUDENT INTERACTIONS WITH FACULTY MEMBERS

Students learn first hand how experts think about and solve practical problems by interacting with faculty members inside and

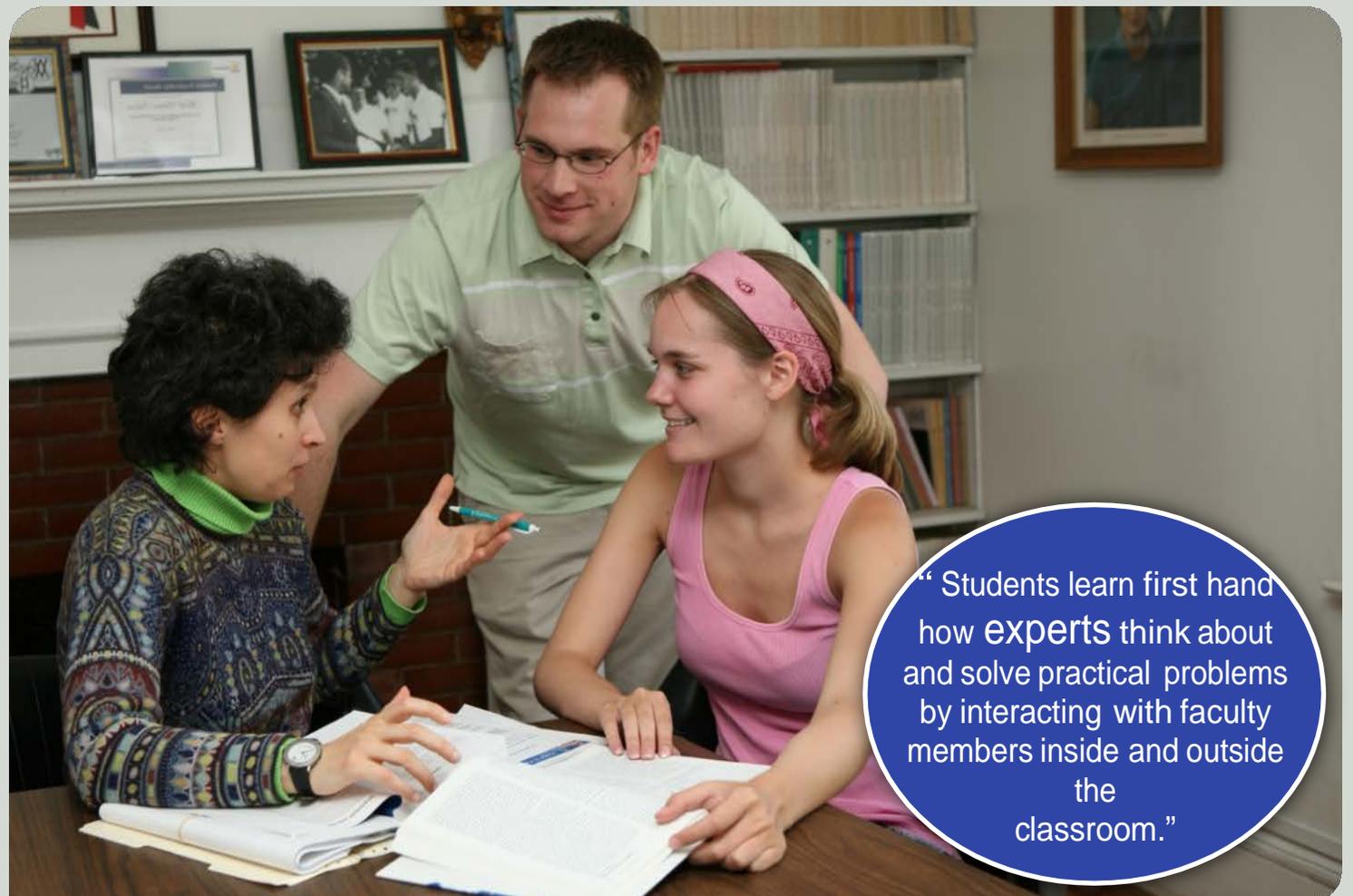
outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous lifelong learning.

ENRICHING EDUCATIONAL EXPERIENCES

Learning opportunities both inside and outside the classroom enhance academic programs. Experiencing diversity teaches students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community services, and senior capstone courses provide opportunities to integrate and apply knowledge.

SUPPORTIVE CAMPUS ENVIRONMENT

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.



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To learn more about the NSSE data as it pertains to USM, go to the following website:

<http://usm.maine.edu/assessment/reports#NSSE>

The primary focus of the NSSE is around the concept of “engagement.” By “engagement” is meant “the intersection between student behaviors and institutional conditions over which institutions have at least marginal control.” (Kuh, et al, 2007). Certainly, academic advising is one of these conditions.

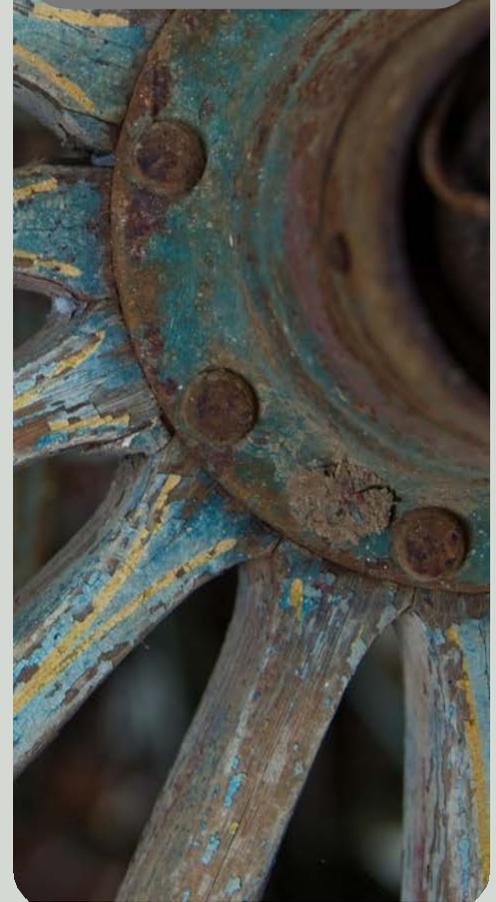
Indeed, in addition to the NSSE data, key research is increasingly demonstrating the connection between academic advising and student persistence:

“ ‘Academic Advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution’ (Habley, 1994). Tinto (1987) indicates that effective retention programs have to come to understand, therefore, that

academic advising is the very core of successful institutional efforts to educate and retain students. For this reason, academic advising, as described by Wes Habley, should be viewed as the "hub of the wheel" and not just one of the various isolated services provided for students. Academic advisors provide students with the needed connection to the various campus services and supply the essential academic connection between these services and the students. In addition, academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success.” (Nutt, 2003)

“Four institutional conditions stand out as supportive of retention: information/advice, support, involvement, and learning. First, students are more likely to persist and graduate in settings that provide clear and consistent information about institutional requirements. Students need to understand the road map to completion and know how to use it to decide upon and achieve personal goals.

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THINKING MA

The public exchange of ideas is a central feature of university life. The purpose of the Thinking Matters conference is to provide a public forum for USM students and invited guests to share the results of student research, and in doing so, encourage student initiative and celebrate its result. Within this environment of academic challenge a sense of camaraderie is fostered throughout the USM community.

This campus-wide conference at the University of Southern Maine is guided by the following core values:

- That the give-and-take of ideas be the ultimate purpose of the conference, and open to all that attend.
- That the conference provides a forum where students and faculty become scholars.
- The fostering of student research and the celebration of its results.
- To encourage interaction at USM through intellectual intercourse.
- To form connections across academic disciplines through which students, faculty, and staff will encounter a richer learning experience.
- To build community at the University of Southern Maine where diverse disciplines and schools of thought work together to ensure a continued vibrancy of learning throughout southern Maine.

You are here.



Academic Advising is framed by a holistic philosophy of student development.

Second, institutions that provide academic, social, and personal support encourage persistence. Support that is readily available and connected to other parts of student collegiate experience leads to retention.

Third, students are more likely to stay in schools that involve them as valued members of the institution.

The frequency and quality of contact with faculty, staff, and other students have repeatedly been shown to be independent predictors of student persistence.... Fourth, clearly the most important condition that

fosters student retention is learning. Students who learn are students who stay..." (Tinto, 1999)

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"Academic Advising is framed by a holistic philosophy of student development. That is, advising is about being available to students, being responsive to their educational needs and career interests, and helping them develop as independent thinkers and problem solvers." (Kuh, G., Kinzie, J., Schuh, J., and Whitt, E., 2005).



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