Best Practices in Academic Advising
Annotated Bibliography

Community Colleges, Two Year Colleges, and Technical Colleges

Fischman, J. (2011, Nov. 6). 7 community colleges open an online doorway to better grades and graduation rates. Retrieved from http://chronicle.com/article/7-Community-Colleges-Try-an/129605/?sid=cc&utm_source=cc&utm_medium=en

Central Piedmont Community College sought to raise their retention rate (60-70%) by creating an Online Student Portal learning system which assesses learning styles and allows for 'early alerts' to college counselors and professors. Retention rates among users rose to 87%. Six other community colleges are currently piloting the open-access software.

Herzog, D. (2009, June). Academic advising and the math gap. *Academic Advising Today, 32*(2). Retrieved from http://www.nacada.ksu.edu/AAT/NW32_2.htm#11

Mathematics is often a subject where students need remedial courses or more intensive help. Lewis and Clark Community College created a Math Resource Center which includes math tutors, math textbooks including solutions manuals, calculators, and computers. However, not all of the students who needed help were seeking it at the MRC. Academic advisors can play a role in referring students to the MRC and other resources that are meant to help students succeed.

Kiker, J. (2008). Enhance student advising and academic and life supports. *Techniques: Connecting Education and Careers*, *83*(3), 44-48. [direct article link]

Chabot (Community) College pioneered the Puente Project in 1981 to address the high dropout rates for Hispanic students. Since then 56 other community colleges have replicated it. Students take two writing courses with the same professor, are matched with mentors, attend workshops, and participate in service projects. Fox Valley Technical College has both an Office of Counseling and Educational Support Services and a separate Faculty Advising Office, which allows for a more personal bond between student and a faculty member. Peer advising is also offered. (*See also Fox Valley Technical College Academic/Faculty Advising Guidelines, 1999/2000*; http://www.nacada.ksu.edu/AAT/NW25_2.htm#a3)

Lords, E. (2000). A revolution in academic advising at a Texas community college. *The Chronicle of Higher Education*, *47*(4), A47. [direct article link]

Richland College has worked to break up their orientation into 20-minute segments found on disc so students can view them at their convenience, and academic advisors are freed up for appointments. An advising manual is available online, and drop-in advising is available year-round. 20 professors work part-time at the advising center. Student must

have certain GPAs to have the privilege to register themselves on computers in the advising center.

Lucca, L. & Arcario, P. (2006). Online advising through Virtual Interest Groups. *The Mentor, 8*. Retrieved from **http://dus.psu.edu/mentor/old/articles/061009pa.htm**

LaGuardia Community College has created Virtual Interest Groups (VIGs), which are "essentially asynchronous, five-week advising 'seminars' that have been attached to various learning communities and key courses at the college." These VIGs have led to a tremendous growth in the use of the Transfer Services office and website.

McArthur, R. C. (2005). Faculty-based advising: An important factor in community college retention. *Community College Review*, *32*(4), 1-19. doi: 10.1177/009155210503200402 [direct article link]

The Arts & Humanities department at Atlantic Cape Community College contacted all students in their four majors to offer academic advising services. All faculty members had undergone academic advising training. Data collected after the effort showed the students within the A&H department were more comfortable with their advising experience than the rest of the college's students.

Ramirez, D., Sterling, C., & Grays, S. R. (2010). Houston Community College (HCC)-Mobile Go Center Program. *Community College Journal Of Research And Practice*, *34*(11), 886-888. [direct article link]

Houston Community College brings advising and other enrollment services to the community with their Mobile Go Center. The Mobile Go Center visits places such as public and private schools, community center, public housing developments, and churches.

Shugart, S., & Romano, J. C. (2006). LifeMap: A learning-centered system for student success. *Community College Journal Of Research & Practice*, *30*(2), 141-143. [direct article link]

Valencia (Community) College developed LifeMap, a developmental advising system, in order to become a more learning-centered college. LifeMap has a focus on career and educational planning, and helps eliminate 'silo' offices.

Sloan, B., Jefferson, S., Search, S., & Cox, T. (2005). Tallahassee Community College's progressive advising system: An online academic planning and resource system for individualized student advising. *Community College Journal of Research & Practice*, *29*(8), 659-660. doi:10.1080/10668920591005675 [direct article link]

Tallahassee Community College has created an online 7-step Progressive Advising System, which tracks students, includes communication, has a "to-do" list, gives an academic and registration planner, and provides a planning guide. Program success is

being measured through "an increase in student use of academic and support services, development and maintenance of an academic plan for every student, timely and accurate registration, and student graduation as planned and with appropriate courses for degree and transfer."

Smith, J. S. (2007). Using data to inform decisions: Intrusive faculty advising at a community college. *Community College Journal of Research and Practice*, *31*(10), 813-831. [direct article link]

A Northeast 2-year college, concerned with attrition, created a multiple component approach to address the issue. Faculty members completed surveys about "student conduct and student academic preparation for their classes," and students also completed surveys about their perceptions of the college. At-risk students were identified and 10 faculty advisors employed intrusive advising with these students.

Tilly, A. C. (2006, Dec.). QEP, NACADA and LEEP: How a plethora of acronyms led one institution to a new model of academic advising. *Academic Advising Today, 29*(4), 12, 19. Retrieved from **http://www.nacada.ksu.edu/AAT/documents/29_4.pdf**

For their QEP, Craven Community College created the LEEP (Learning through Effective Educational Planning) initiative, which focused on "teaching students to take responsibility for their educational paths."

Wiseman, C. S., & Messitt, H. (2010). Identifying components of a successful faculty-advisor program. *NACADA Journal*, *30*(2), 35-52. [direct article link]

Borough of Manhattan Community College is a large, urban community college that used a Title V grant to set up an advising program focusing on training faculty members. Faculty were trained as mentors and advisors for a cohort of students, and were compensated for their participation.

Four Year Colleges and Universities

Betts, K. & Lanza-Gladney, M. (2010, Mar.). Academic advising: Ten strategies to increase student engagement and retention by personalizing the online education experience through online human touch. *Academic Advising Today, 33*(1). Retrieved from **http://www.nacada.ksu.edu/AAT/NW33_1.htm#5**

A graduate program at Drexel University sought to increase student engagement and communication in a primarily online program. They suggest 10 strategies that may be used in a variety of institutions to connect with students.

Bloom, J. L., Hutson, B. L., He, Y., Amundsen, S., Buyarski, C, Christman, P. D., … Kucharczyk, L. M. (2009). How eight institutions have incorporated appreciative

advising. *The Mentor, 11*. **Retrieved from**
http://dus.psu.edu/mentor/old/articles/090422jb.htm

Appreciative Inquiry has been proposed as an academic advising tool and consists of several steps (*see* http://dus.psu.edu/mentor/old/articles/100310jp.htm). Eight institutions, including Prairie State College, discuss how they are incorporating appreciative advising into their academic advising programs.

Colton, C., Colton, G. M., & Shultz, E. L. (2001, Fall). The Adventor Program: Advisement and mentoring for students of color in higher education. *Journal of Humanistic Counseling, Education and Development***, *40*(2), 208+. [direct article link]**

The College of Education at Kutztown University created the Adventor Program, which fuses academic advising and mentoring for students of color. Mandatory meetings and proactive interventions are two of the hallmarks of the program.

Ensign, R. (2010). Fast gainers: 4 ways that colleges have raised graduation rates. *Chronicle Of Higher Education***, *57*(16), A15. [direct article link]**

Temple University increased their advising staff by 50% in order to make sure students had adequate access to advising services.

Farrell, E. F. (2007). Some colleges provide success coaches for students. *Education Digest: Essential Readings Condensed For Quick Review***, *73*(3), 44-47. [direct article link]**

Our Lady of the Lake University provides personal coaching services to all 264 first-year and transfer students. Students meet with their coaches weekly to figure out personal and academic goals.

Feghali, T., Zbib, I., & Hallal, S. (2011). A web-based decision support tool for academic advising. *Educational Technology & Society, 14*(1), 82–94. [direct article link]**

The American University of Beirut in Lebanon created a technology-based advisory system called the Online Advisor, which gives a comprehensive look at the students' current standings and graduation requirements.

Fleming, W. P. (2003, Sept.). Moving toward funding an advising center using student advising fees. *Academic Advising Today, 26*(3). **Retrieved from**
http://www.nacada.ksu.edu/AAT/NW26_3.htm#1

Faced with a deficient academic advising system but no funds to fix it, Sam Houston State University created an Advising Center fee that is levied against all students.

Fowler, P. (2011, Jun.). Academic advising and the unprepared student: Finding a degree of success. *Academic Advising Today, 34*(2). **Retrieved from**
http://www.nacada.ksu.edu/AAT/NW34_2.htm#10

Louisiana State University Eunice created a [Pathways to Success](#) program which focuses on students who need developmental education and addresses academic factors and personal factors. The program "focuses on orientation and transition, class attendance, tutoring, and academic advising."

Freeman, L. C. (2008). Establishing effective advising practices to influence student learning and success. *Peer Review*, *10*(1), 12-14. [[direct article link](#)]

University of Wisconsin–Oshkosh in 2002 established a campus advising model and an Advisory Council for Comprehensive Academic Advising, which has led to a program with defined goals and outcomes. The advising center has teams based on colleges.

Kelleher, M., & Laidlaw, S. (2009). A natural fit: The academic librarian advising in the first year experience. *College & Undergraduate Libraries*, *16*(2/3), 153-163. doi:10.1080/10691310902976469 [[direct article link](#)]

Librarians at the University of St. Thomas, who are faculty members, serve as advisors for freshmen (First Year Experience students) along with other members of the faculty. FYE advisors counsel on the university's core curriculum, not on specific majors.

Lichtenstein, D. (2010, Dec.) Advisement blogging for the millennial generation. *Academic Advising Today, 33*(4). Retrieved from http://www.nacada.ksu.edu/AAT/NW33_4.htm#10

An undergraduate academic advisor at University of Southern California created a dynamic blog that imparted useful information with new features and frequent updates.

Maples, G., Harris, B., & Greco, A. M. (2010). Using a 360-degree appraisal approach to re-design advising programs. *Contemporary Issues In Education Research*, *3*(1), 1-7. [[direct article link](#)]

At the University of Louisiana at Lafayette, academic advising was completely redesigned employing a "360-degree" process. Advising awards were sponsored to be a "catalyst for change." Student input on the effectiveness of their advisor was collected as they registered for courses online.

Pedescleaux, D. S., Baxter, G., & Sidbury, C. (2008). Transforming learning: Academic advising at Spelman College. *Peer Review*, *10*(1), 24-26. [[direct article link](#)]

Advisors at Spelman College meet with new students individually and in groups (where general information is dispensed). Once students choose a major, they are assigned a faculty advisor within their field of study. Assessment is through an annual Survey of Academic Advising, given to first year students and seniors. Spelman plans to reinstitute registration PINs to make it impossible to register for classes without first visiting their advisor.

Rosenthal, K. I., & Shinebarger, S. H. (2010). Peer mentors: Helping bridge the advising gap. *About Campus*, *15*(1), 24-27. [direct article link]

Union College has developed a Peer Assistants for Learning program that uses peer mentors to bridge the gap between what traditional academic advisors and faculty members cover, and what students need to achieve academic success.

Schwebel, D. C., Walburn, N. C., Jacobsen, S. H., Jerrolds, K. L., & Klyce, K. (2008). Efficacy of intrusively advising first-year students via frequent reminders for advising appointments. *NACADA Journal*, *28*(2), 28-32. [direct article link]

First year students at the University of Alabama at Birmingham were divided into two groups. One group received frequent reminders via e-mails and telephone to schedule advising appointments. This group made and kept more advising appointments than the control group, which received no extra communications.

Steingass, S., & Sykes, S. (2008). Centralizing advising to improve student outcomes. *Peer Review*. pp. 18-20. [direct article link]

Sweeping changes were made at Virginia Commonwealth University to increase retention and student engagement rates. They established the University College, which contained all academic support programs and took over advising for first-year students, undeclared majors, student athletes, and several more groups. 30 academic advisors serve in the University College, which created goals related to "student engagement, academic success, and persistence at the university." Each student has an individualized advising plan, and a proactive approach is taken.

Sullivan-Vance, K. (2008). Reenvisioning and revitalizing academic advising at Western Oregon University. *Peer Review*, *10*(1), 15-17. [direct article link]

The advising center at Western Oregon University had a very poor rating from students and sought to change that. They changed their philosophy from prescriptive advising to developmental advising, which focuses on "student potentiality and student values, and how these values and potential relate to their goals." The director formed a mission statement and an academic advising syllabus, with expectations for students. A course called Academic Success was created for students on academic warning or probation. Assessment was done through pre- and post-advising session questionnaires and students surveys.

Woods, R. G. (2004). Creating a virtual advising center: Student services in an online environment. *The Mentor, 6*. Retrieved from **http://dus.psu.edu/mentor/old/articles/040428rw.htm**

A department within the University of Louisville created a shell class within Blackboard accessible to all students in that department that served as a virtual advising center. The

class held announcements, discussion boards, advising resources, and a chat function which allowed for virtual appointments.

Young, J. R. (2011). The Netflix effect: When software suggests students' courses. *Chronicle Of Higher Education*, *57*(32), A22-A23. [direct article link]

The provost at Austin Peay State University has created an online recommendation system to suggest courses to students based on "planned major, past academic performance, and data on how similar students fared in that class."

NACADA Award Winning Programs

Gordon, V. N. (2008). Part six: Exemplary practices in academic advising. In Gordon, V. N., Habley, W. R., & Grites, T. J., *Academic advising: A comprehensive handbook* **(2nd ed., pp. 474-519). San Francisco, CA: Jossey-Bass.**

Gordon's chapter includes descriptions of 13 programs that received awards from the National Academic Advising Association.

1. Strategies for Student Academic Success (SAS 100) from University of North Carolina at Greensboro: students who are on academic probation after the end of their first degree-seeking semester are required to take the course SAS100.

2. The First Year College from North Carolina State University: the mission of this program is to "guide students through a structured process for transition to the University and selection of a major." The program is available to incoming freshmen who have not chosen a major.

3. Working Together for Student Success: Integrating Academic and Career Planning from Indiana University Purdue University at Indianapolis: this program incorporates career and life planning into academic advising.

4. Student Parent HELP Center from University of Minnesota, Twin Cities: provides advising services to low-income undergraduate students who have children at a center equipped with family-focused resources (kitchenette, play area, computer center, etc.).

5. Robinson Scholars Program from University of Kentucky: students who face economic or cultural impediments to college success are identified in the eighth grade and given the opportunity to be selected as Robinson Scholars. Selected students are assisted and tracked during high school and awarded full scholarships to attend the University of Kentucky or any Kentucky Community and Technical College System school. While they attend college, they receive additional support services, are held to high academic standards, and are expected to participate in community service activities.

6. Office of Fellowships and Scholars Programs from University of South Carolina: the program provides a one-stop information and advising center for students who apply for

national fellowships.

7. [Student Affairs and Advising Center](#) from University of Minnesota Duluth: services include a Learning Community Program for incoming freshmen, training for faculty advisors, individual advising for returning students and students on academic probation, the option for online advising, a podcast program to disseminate information to students, and online resources for students available from the program's website.

8. Confronting the Complexities and Challenges of Change from [Emmanuel College](#): every incoming student is matched with an academic advisor during orientation. The student meets regularly with the advisor in following semesters. The program also uses online assessment and communication and an academic advising syllabus.

9. Successful Merging of Academic and Career Advising from [Principia College](#): program merged two separate departments, Academic Advising and Career Development Centers, and merged them into a new department, Academic and Career Advising. Advising for first-year students includes academic planning, course selection, major exploration, and career planning.

10. [Academic Enhancement Program](#) from [University of Central Florida](#): this program provides training, communication, and professional development for faculty and staff who participate in academic advising.

11. University-wide Academic Advising Assessment from [Oregon State University](#): program outlined an assessment approach for academic advising. The approach includes goals and learning outcomes for advisors and students and an assessment plan for measuring outcomes.

12. Advising Development and Resource Team: Advising Excellence Award from [Shippensburg University](#): at this institution, academic advisors are primarily faculty; only students who have not declared a major see a non-faculty advisor. To improve advising services, this program created an award given annually to the academic department that best demonstrates excellence in advising.

13. Motivating and Rewarding Advising Staff: A Practical Approach from [Howard Community College](#): in this program ways to foster advising staff morale and job satisfaction were identified. The college determined that the improvement in advising staff morale resulted in high student satisfaction with advising services.

General Research and Ideas

Bloom J., Hutson, B., & He, Y. (2009). Appreciative advising. Retrieved from
http://www.appreciativeadvising.net/

This website defines appreciative advising and includes links to publications that show how this approach is being used in colleges.

Campbell, S. M., & Nutt, C. L. (2008). Academic advising in the new global century: Supporting student engagement and learning outcomes achievement. *Peer Review***. pp. 4-7.** [direct article link]

A general document that ties together recent research in the field of academic advising and gives a set of guidelines culled from national trends on how to revamp an advising program.

Carter, J. (2007). Utilizing technology in academic advising. Retrieved from
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Technology.htm#tech

A brief article and a list of resources concerning how to use technology and online resources for academic advising, including instant messaging, e-mail, Facebook, and other emerging technologies.

Demetriou, C. (2005). Beyond student satisfaction surveys: Designing a student focus group to assess academic advising. *The Mentor, 7***. Retrieved from**
http://dus.psu.edu/mentor/old/articles/050211cd.htm

Information about how to create a student focus group for assessment purposes.

French, B. (2010, Mar.). Advising 2.0: Utilizing Web 2.0 resources in academic advising. *Academic Advising Today, 33***(1). Retrieved from**
http://www.nacada.ksu.edu/AAT/NW33_1.htm#12

Some ideas about Web 2.0 technologies and ways to integrate them into the academic advising realm.

Hester, E. J. (2008). Student evaluations of advising: Moving beyond the mean. *College Teaching***,** *56***(1), 35+.** [direct article link]

An in-depth study of the questions asked to evaluate academic advising by students, and how it relates to the students' characteristics.

McKamey, J. N. (2007). An advising syllabus: A tool to increase advising effectiveness. *The Mentor, 9***. Retrieved from http://dus.psu.edu/mentor/old/articles/070321jm.htm**

An overview of the advising syllabus and how to make it effective.

National Academic Advising Association. (n.d.). Integrated centers for academic advising and career development. Retrieved from http://www.nacada.ksu.edu/clearinghouse/links/Careers__Advising.htm

A listing of resources and links integrated career and advising centers.

National Academic Advising Association. (n.d.). Outstanding program award abstracts. Retrieved from http://www.nacada.ksu.edu/programs/Awards/archive/index.htm

A listing of past winners of the NACADA Outstanding Program awards, categorized by areas of interest.

National Academic Advising Association. (2006). Concept of academic advising. Retrieved from http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm

NACADA is at the forefront of defining academic advising, and this document brings together the three components of successful advising: curriculum, pedagogy, and learning outcomes.

O'Banion, T. (1972). An academic advising model. *Junior College Journal, 42*(6), 62-69. Retrieved from http://www.uni.edu/advisorhandbook/sites/default/files/An_Academic_Advising_Model.pdf

This is one of the most influential articles on the field of academic advising, and pushes a conversation and exploration between student and advisor.

Pou, J. W. (2010). How academic advisers can use Facebook to apply Appreciative Advising. *The Mentor, 12*. Retrieved from http://dus.psu.edu/mentor/old/articles/100310jp.htm

An introduction to the steps of Appreciative Advising and how Facebook can be used within that context.

Smith, C., & Allen, J. (2006). Essential functions of academic advising: What students want and get. *NACADA Journal*, *26*(1), 56-66. [direct article link]

Researchers at Portland State University identified 12 functions of academic advising and surveyed students about each function. Students were asked how important each function was, as well as how satisfied they were.