

Food for thought

Resources recommended by Maura Reynolds

Most are quick reads, thought-provoking, and on-line, and offer great ideas for advisors and administrators.

Association of American Colleges and Universities (2008). *Liberal education & America's promise: Excellence for everyone as a nation goes to college, an introduction for students* [Brochure]. Washington, DC: AAC&U.

I LOVE this brochure-- aimed at students, it encourages them to consider the skills they're developing-- skills that cut across majors and disciplines. Some questions on that follow come from this brochure.

Armstrong, C. & Heintz, H. Sound bites for sound advising. *Academic Advising Today*, 29:3. http://www.nacada.ksu.edu/AAT/NW29_3.htm#4

Wonderful ideas about phrasing our questions and fine (easy to adapt) scripts--a very short piece

Brooks, K. Career Transitions, a blog on the *Psychology Today* web-site.

<http://www.psychologytoday.com/blog/career-transitions/>

Thought-provoking ideas on helping advisees use their liberal arts educations in the real world.--uses the same approach as the AAC&U brochure

DeSousa, D. J. (2005). *Promoting student success: What advisors can do* (Occasional Paper No. 11) Bloomington, Indiana: Indiana University Center for Post secondary Research.

<http://nsse.iub.edu/institute/documents/briefs/DEEP%20Practice%20Brief%2011%20What%20Advisors%20Can%20Do.pdf>

Based on NSSE results and DEEP schools--five things advisors can do to promote student success

Hemwall, M. K. & Trachte, K. C. (2005). Academic advising as learning: 10 Organizing principles. *NACADA Journal*, 25:2, 74-83. <http://www.stolaf.edu/services/aac/Hemwall.pdf>

A classic piece, and the longest; you'll need some time to read and reflect on this one. Well worth it!

Krumei, E.J. and Newton, F. B. (2009). The puzzle of college student success: Fitting the counseling and advising pieces together. *NACADA Clearinghouse*.

<http://www.nacada.ksu.edu/clearinghouse/m02/Counsel.htm>

Superb tips and scripts for helping advisors make effective referrals

Lowenstein, M. (1999). Academic advising and the logic of the curriculum. *The Mentor*, 2:2.

<http://www.psu.edu/dus/mentor/000414ml.htm>

Great ideas for helping students see connections among their coursework.

Reynolds, M.M. (2004) Faculty advising in a learning-centered environment: A small college perspective. *Academic Advising Today*, 27:2 http://www.nacada.ksu.edu/AAT/NW27_2.htm

Explores issues of concern for all faculty advisors (not just small colleges).

Reynolds, M.M. (2010). An advisor's half dozen: Principles for incorporating learning theory into our advising practices

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/learning.htm>

Suggestion for integrating learning into our advising practice—based on Tom Angelo's work

None of these lists of 10 questions is intended to be comprehensive or all-inclusive--I'm sure other advisors will come up with questions to add or modifications to make. I hope each list will be a "pump primer" to encourage us to think about the sorts of questions we can use to help our advisees get maximum benefit from advising.

I'd welcome e-mail: MReynolds@hope.edu

10 Reflection, self-assessment questions advisors can use with new-to-college students

Asking students to respond to A FEW of these in writing or on-line in a course-management system sends the message that students play an *active* role in advising and gets them thinking and reflecting before they meet with us.

1. What were your favorite classes in high school? What are your academic strengths?
2. What are your goals for this term?
3. Are you considering fields of interest (or majors)? If so, what? What attracts you to it/them?
4. What do you intend to accomplish in your undergraduate education (or program)?
5. What do you most look forward to in college?
6. What is your greatest academic concern?
7. What academic skills do you intend to work hardest to improve? Why are these skills important to you?
 - Mathematical skills
 - Study skills
 - Writing skills
 - Reading skills
 - Oral communication skills
 - Time management skills
 - Other _____
8. What activities outside the classroom do you think you may pursue?
9. What brings out the best in you?
10. Is there other information you'd like your advisor to know?

10 Reflection, self-assessment questions advisors can use with students on academic probation or those not doing well

Asking students to respond to A FEW of these in writing or on-line in a course-management system may help students think about the reasons for their difficulties and the ways they may be able to avoid these difficulties in future semesters. Their responses can be wonderful conversation starters for advisors.

1. What are the most important reasons for your academic difficulties? Why were they important?
2. When you've faced other kinds of difficulties in the past, how have you handled them?
3. If you could rewind life and return to the beginning of last term, what would you have changed about it?
4. What are your goals for the upcoming term?
5. What kinds of support will you need to reach your goals?
6. What academic resources do you intend to use to help you reach your goals?
7. How will you hold yourself accountable for the decisions you're making now?
8. How will you know if you're making progress in meeting your goals?
9. What are your long-term goals? Where do you imagine yourself in five years?
10. How can your advisor help you reach your goals?

10 questions advisors can use with students at mid-term

Asking students to respond to A FEW of these in writing or on-line in a course-management system will help students assess how their classes (and their lives) are going early enough in the term that they can make some mid-course corrections, and advisors can suggest resources to help them stay on track... or get back on track.

1. What things are going well for you?
2. What issues have emerged?
3. How are you doing on reaching the goals you set for the term?
4. Do you have concerns about any of your classes? If so, what are they?
5. What about the rest of your life--meeting new people, finding things to do, keeping things in balance, making time to eat, sleep, exercise, etc.?
6. What's your favorite class this term? Why?
7. What have you learned about yourself this term that surprised you? Or confirmed your ideas about your gifts and abilities? Or upset you?
8. What advice would you give yourself right now? Why?
9. How are you doing on improving the academic skills you targeted at the beginning of the term?
10. Is there anything else it would be good for me know?

10 questions to help students get the most from their education

These are adapted from a brochure published by the Association of American Colleges and Universities (AAC&U): *Liberal education & America's promise: Excellence for everyone as a nation goes to college, an introduction for students*. Bibliographical information is included in the resources.

1. Are you working hard and choosing an array of classes--not just those you know you can do well in?
2. Have you planned a pathway through college (or your program) that challenges you and ensures that you've learned the skills you need? How are things on your pathway going?
3. What opportunities have you pursued or do you plan to pursue to apply what you're learning to "the real world"--through internships, volunteer work, service, co-curricular activities, leadership, off-campus study, research with a professor?
4. How are you preparing for the diverse world you'll enter? Can you read and speak another language? Have you sought experiences and classes which focus on global issues and perspectives of diverse groups? Have you lived, worked, or studied in a cultural community different than your own--do you plan to?
5. Are you talking to your professors about your work and getting ideas about how you can do enhance your skills?
6. Are you taking advantage of study groups, tutoring, the writing center, and other supplementary help so you can do your best work and develop your skills?
7. Are you getting to know professors well enough that you could request a letter of recommendation? Can your professors do an accurate job of describing you and your strengths to a graduate or professional school or to an employer?
8. Can you articulate the skills you've developed through your courses, internships, off-campus study, co-curricular experiences, service? Does your transcript reflect to others that you've been thoughtful in terms of course selection and intentional in terms of the skills you've developed?
9. If you plan on working immediately after you graduate, have you worked with staff at the campus career office and used their resources to assess your options, create a resume, and learn the steps in applying for a job?
10. If you plan on graduate or professional school immediately after graduation, are you working with your department or pre-professional advisors to ensure that you are a viable candidate?