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Thomas J. Grites,Marsha A. Miller,Julie Givans Voler

Academic Advising in the Community College Terry U. O'Banion,2019-12-10 Academic advising is the second most important function in the community college. If it is not conducted with the utmost efficiency and effectiveness, the most important function in the college—instruction—will fail to achieve its purpose of ensuring that students succeed in navigating the curriculum to completion. The purpose of academic advising is to help students select a program of study to meet their life and vocational goals. As such, academic advising is a central and important activity in the process of education. Academic advising occurs at least once each term for every student in the college; few student support functions occur as often or affect so many students. But while there is general agreement concerning the importance of academic advising for the efficient functioning of the institution and the effective functioning of the student, there is little agreement regarding the nature of academic advising and who should perform the function. In this seminal work on academic advising, the authors of three overarching chapters address the key issues and challenges of academic advising followed by the authors of four of the most innovative and successful programs of academic advising in the nation.

Beyond Foundations Thomas J. Grites,Marsha A. Miller,Julie Givans Voler,2016-08-30 Sharpen advising expertise by exploring critical issues affecting the field Beyond Foundations, a core resource for experienced academic advisors, gives practitioners insight into important issues affecting academic advising. In addition to gaining understanding of foundational concepts and pressing concerns, master advisors engage with case studies to clarify their roles as educators of students, as thought leaders in institutions, and as advocates for the profession. Pillar documents—the NACADA Core Values, NACADA Concept of Academic Advising, and CAS Standards—serve as sources of both information and inspiration for those seeking to improve advising. New strategies inform advisors helping a diverse student population delineate meaningful educational goals. Each chapter prompts productive discussions with fellow advisors interested in cultivating advising excellence. To promote advisor influence in higher education, experienced contributors explain new trends—including the impact of external forces and legal issues on postsecondary institutions—and the evolution of advising as a profession and a field of inquiry. Expert insight and practical focus contribute to the development of experienced advisors. Use existing resources in new ways to master advising roles and encourage student success Apply theory to advance advising practice Create and optimize professional development opportunities Establish recognition for the contributions of academic advisors to the

institution and higher education face challenges created by the changing higher education landscape. Advisors must meet the expectations of students, parents, faculty members, administrators, and outside agencies, all while navigating an increasingly complex range of issues presented by a student population unlike any that has come before. Beyond Foundations provides the insight and clarity advisors need to help students achieve their educational goals and to advance the field.

Academic Advising Approaches Jayne K. Drake, Peggy Jordan, Marsha A. Miller, 2013-09-16 Strong academic advising has been found to be a key contributor to student persistence (Center for Public Education, 2012), and many are expected to play an advising role, including academic, career, and faculty advisors; counselors; tutors; and student affairs staff. Yet there is little training on how to do so. Various advising strategies exist, each of which has its own proponents. To serve increasingly complex higher education institutions around the world and their diverse student cohorts, academic advisors must understand multiple advising approaches and adroitly adapt them to their own student populations. *Academic Advising Approaches* outlines a wide variety of proven advising practices and strategies that help students master the necessary skills to achieve their academic and career goals. This book embeds theoretical bases within practical explanations and examples advisors can use in answering fundamental questions such as: What will make me a more effective advisor? What can I do to enhance student success? What conversations do I need to initiate with my colleagues to improve my unit, campus, and profession? Linking theory with practice, *Academic Advising Approaches* provides an accessible reference useful to all who serve in an advising role. Based upon accepted theories within the social sciences and humanities, the approaches covered include those incorporating developmental, learning-centered, appreciative, proactive, strengths-based, Socratic, and hermeneutic advising as well as those featuring advising as teaching, motivational interviewing, self-authorship, and advising as coaching. All advocate relationship-building as a means to encourage students to take charge of their own academic, personal, and professional progress. This book serves as the practice-based companion to *Academic Advising: A Comprehensive Handbook*, also from NACADA. Whereas the handbook addresses the concepts advisors and advising administrators need to know in order to build a success advising program, *Academic Advising Approaches* explains the delivery strategies successful advisors can use to help students make the most of their college experience.

The New Advisor Guidebook Pat Folsom, Franklin Yoder, Jennifer E. Joslin, 2015-09-21 This is an exciting time to be an academic advisor—a time in which global recognition of the importance of advising is growing, research affirms the critical role advising plays in student success, and institutions of higher education increasingly view advising as integral to their missions and essential for improving the quality of students' educational experiences. It is essential that advisors provide knowledgeable, realistic counsel to the students in their charge. *The New Advisor Guidebook* helps advisors meet this challenge. The first and final chapters of the book identify the knowledge and skills advisors must master. These chapters present frameworks for setting and benchmarking self-development goals and for creating self-development plans. Each of

the chapters in between focuses on foundational content: the basic terms, concepts, information, and skills advisors must learn in their first year and upon which they will build over the lengths of their careers. These chapters include strategies, questions, guidelines, examples, and case studies that give advisors the tools to apply this content in their work with students, from demonstrations of how student development theories might play out in advising sessions to questions advisors can ask to become aware of their biases and avoid making assumptions about students to a checklist for improving listening, interviewing, and referral skills. The book covers various ways in which advising is delivered: one-to-one, in groups, and online. The New Advisor Guidebook serves as an introduction to what advisors must know to do their jobs effectively. It pairs with Academic Advising Approaches: Strategies That Teach Students to Make the Most of College, also from NACADA, which presents the delivery strategies successful advisors can use to help students make the most of their college experience.

Academic Advising Virginia N. Gordon, Wesley R. Habley, Thomas J. Grites, 2011-01-13 One of the challenges in higher education is helping students to achieve academic success while ensuring their personal and vocational needs are fulfilled. In this updated edition more than thirty experts offer their knowledge in what has become the most comprehensive, classic reference on academic advising. They explore the critical aspects of academic advising and provide insights for full-time advisors, counselors, and those who oversee student advising or have daily contact with advisors and students. New chapters on advising administration and collaboration with other campus services A new section on perspectives on advising including those of CEOs, CAOs (chief academic officers), and CSAOs (chief student affairs officers) More emphasis on two-year colleges and the importance of research to the future of academic advising New case studies demonstrate how advising practices have been put to use.

Foundations of Academic Advising Katie Beres, Jayne Drake, Julie Givans Voller, Peggy Jordan, Nancy King, Terry Musser, Maura Reynolds, Kathy Stockwell, Franklin Yoder, 2013

The Art of Academic Advising - The Five-Step Process of Purposeful Advising Jeffrey Hoffman,

Academic Advising Virginia N. Gordon, Wesley R. Habley, 2000-08-24 Sponsored by the National Academic Advising Association, this book brings together the best of current knowledge on advising approaches, delivery systems, and student needs. More than 30 advising professionals from across all interests and fields offer research and dependable tips for approaching the tasks, obligations and roles of on-campus advising. Index.

The Handbook of Career Advising Kenneth F. Hughey, Dorothy Nelson, Joanne K. Damminger, Betsy McCalla-Wriggins, 2012-06-07 The Handbook of Career Advising The Handbook of Career Advising not only provides a general introduction to this important academic advising function, but offers many practical applications that can help students make realistic and timely career decisions. As students face an ever-changing and complex workplace, helping them integrate their academic and career decisions has never been more important. This book is an excellent resource for advisors; it helps them

become more cognizant of the critical role they play and will facilitate the development of the knowledge and competencies required to perform this important advising task. Virginia Gordon, associate professor emeritus, The Ohio State University
 This book provides a wealth of information for anyone whose work involves helping students discover how intentional choices in curricular and cocurricular educational experiences can prepare them for tomorrow's workplace. The theoretical foundations, information and resources, frameworks for practice, and recommendations for the future included in this book will guide academic advisors as they positively influence students' lives by helping them systematically and enthusiastically approach their career development. Mary Stuart Hunter, assistant vice provost, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina
 The Handbook of Career Advising provides excellent information, resources, and examples of how academic advisors can become more knowledgeable and comfortable in providing career advising. Here, authors address critical issues such as diversity, working with specific student groups, and working with undecided or exploratory students. This book provides examples that illustrate how career and academic advising are significant parts of the teaching and learning process that support student success on our campuses. Casey Self, executive director, Academic Advising, University College, Arizona State University, and 2009 NACADA president

Career Advising Virginia N. Gordon, 2006-01-23 Publisher description

Academic Advising, 1971

Scholarly Inquiry in Academic Advising Craig M. McGill, Samantha S. Gizerian, Peter L. Hagen, 2023-07-03 Co-published with NACADA
 A large and growing number of academic advisors are interested in researching and publishing scholarly inquiry in academic advising. Since the first edition of this book was published, the scope of relevant inquiry has widened and deepened, and public attention and accountability is at an all-time high. This second edition of *Scholarly Inquiry in Academic Advising* provides scholar-practitioners with methodological perspectives from each of the major ways of knowing: the social sciences, including qualitative, quantitative, and now mixed methods approaches; the arts; the humanities; and the natural sciences. This book is a vade mecum for researchers in academic advising to formulate research questions, structure research, point to useful theoretical and methodological approaches, guide analysis, and help find publication outlets. Authors from a multitude of backgrounds seek to raise the level of discourse about academic advising, to illustrate its history, to reflect on how research can foster new perspectives, and to connect with and foster social justice, internationality, and inclusivity. This volume will assist those who seek to push back the frontiers of knowledge in the field, because it serves as a handbook for advising scholars, whatever their epistemological, theoretical, axiological, and methodological predilections. As for practitioners, this book “raises the bar” and conveys to even non-researching practitioners that scholarly inquiry in academic advising is a desirable avenue to professional development that must inform their practice.

Academic Advising Approaches Jayne K. Drake, Peggy Jordan, Marsha A. Miller, 2013-09-16 Strong academic advising has been found to be a key contributor to student persistence (Center for Public Education, 2012), and many are expected to play an advising role, including academic, career, and faculty advisors; counselors; tutors; and student affairs staff. Yet there is little training on how to do so. Various advising strategies exist, each of which has its own proponents. To serve increasingly complex higher education institutions around the world and their diverse student cohorts, academic advisors must understand multiple advising approaches and adroitly adapt them to their own student populations. *Academic Advising Approaches* outlines a wide variety of proven advising practices and strategies that help students master the necessary skills to achieve their academic and career goals. This book embeds theoretical bases within practical explanations and examples advisors can use in answering fundamental questions such as: What will make me a more effective advisor? What can I do to enhance student success? What conversations do I need to initiate with my colleagues to improve my unit, campus, and profession? Linking theory with practice, *Academic Advising Approaches* provides an accessible reference useful to all who serve in an advising role. Based upon accepted theories within the social sciences and humanities, the approaches covered include those incorporating developmental, learning-centered, appreciative, proactive, strengths-based, Socratic, and hermeneutic advising as well as those featuring advising as teaching, motivational interviewing, self-authorship, and advising as coaching. All advocate relationship-building as a means to encourage students to take charge of their own academic, personal, and professional progress. This book serves as the practice-based companion to *Academic Advising: A Comprehensive Handbook*, also from NACADA. Whereas the handbook addresses the concepts advisors and advising administrators need to know in order to build a success advising program, *Academic Advising Approaches* explains the delivery strategies successful advisors can use to help students make the most of their college experience.

Career Advising Virginia Gordon, 2006

Academic Advising and Tutoring for Student Success in Higher Education: International Perspectives Emily Alice McIntosh, Wendy Gates Troxel, David Grey, Oscar Van Den Wijngaard, Liz Thomas, 2021-02-16

Motivational Interviewing in Higher Education Benjamin M. Ogles, David S. Wood, Rebecca O. Weidner, Samuel D. Brown, 2021-05-04 The approach to motivational interviewing discussed in this book will be useful to student affairs professionals and academic advisors working in a variety of higher education positions. It begins in Chapter 1 by providing a description and a brief history of MI, noting some of its connections to counseling and social psychology. Chapter 2 explores in more detail the spirit of MI—the key relational components that the professional using MI is attuned to. This interpersonal attitude can be summarized within four key principles: partnership, acceptance, compassion, and evocation. Chapter 3 presents an overview of some contemporary models of academic advising and student affairs practice. Chapter 4 covers the basic MI skill set, which is referred to by the shorthand OARS. Chapter 5 discusses the four processes in MI conversations

about change: engaging, focusing, evoking, and planning. Chapter 6 elaborates on the evoking stage and provide an expanded discussion concerning “change talk” and “sustain talk.” Change talk refers to student statements that express a desire, need, or readiness to change, while sustain talk refers to student statements that indicate maintenance of the status quo or a reluctance to change. In addition to providing more in-depth definitions of these concepts and examples of student statements, strategies are presented for increasing or evoking change talk and softening sustain talk. In Chapter 7, intermediate to advanced MI skills are addressed to prepare the highly motivated staff member for higher-level training that can be obtained through workshops, observation, and coaching. Chapter 8 puts everything together in two case examples. Chapter 9 provides some additional exercises that can be used to practice and develop MI basic and intermediate skills. Lastly, some brief concluding remarks are provided in Chapter 10.

Developmental Academic Advising Roger B. Winston,1984

What Is Academic Advising? National Academic Advising Association (U.S.),2006

The Art of Academic Advising Jeffrey C. Hoffman,2018-08-28 If you want to know exactly how to advise a student then this book is for you. Dr. Hoffman provides specific scenarios of student advisement showing exactly how to advise using the Five-Step Advisement Process of purposeful advisement. Our colleges need advisors that look out for our students in the areas of academic preparedness, physical needs, financial matters of importance, getting the right classes to get the advisee in their program and out to the workforce in the most efficient time possible. Dr. Hoffman's five axioms, if followed, will improve student academic success through The Art of Academic Advising.

Developmental Academic Advising Roger B. Winston, Jr.,1984-11-01

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Table of Contents

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- | | | |
|---|--|--|
| 1. Understanding the eBook
Academicadvisement.htm | ◦ Determining Your Reading Goals | User Reviews and Ratings |
| ◦ The Rise of Digital Reading
Academicadvisement.htm | | ◦ Academicadvisement.htm and Bestseller Lists |
| ◦ Advantages of eBooks Over Traditional Books | 3. Choosing the Right eBook Platform | 5. Accessing Academicadvisement.htm Free and Paid eBooks |
| 2. Identifying
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 - Academicadvisement.htm Compatibility with Devices
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- Adjustable Fonts and Text Sizes of Academicadvisement.htm
 - Highlighting and Note-Taking Academicadvisement.htm
 - Interactive Elements Academicadvisement.htm
8. Staying Engaged with Academicadvisement.htm
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Academicadvisement.htm
9. Balancing eBooks and Physical Books Academicadvisement.htm
- Benefits of a Digital Library

- Creating a Diverse Reading Collection Academicadvisement.htm
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Academicadvisement.htm
- Setting Reading Goals Academicadvisement.htm
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Academicadvisement.htm
- Fact-Checking eBook Content of Academicadvisement.htm
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
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