

Purpose of Academic Advising in the First Year at Franklin Pierce

Developed at the May 2004 IC101 Faculty Workshop

1. **Facilitate the transition process:** Help students negotiate the balance between the affective and cognitive. Coach self-efficacy, self-advocacy, and assertiveness. Assist students to acclimate to college life; play a nurturing role, especially at the start. Help retention by working against attrition. Get them to a 2nd year of college, if appropriate. Help students with intellectual, emotional and physical transitions. Provide a comfortable place for getting answers, and dealing with information overload.
2. **Teach students about advising.** Expose students to choices. Give a proper academic orientation to the systems, language, protocol, academic literacy, and essentials of academic life. Help them define why they are here; identify possible major and interests. Guide students through nuts and bolts of getting the classes they need. Provide correct information about programs and policies. Teach understanding about GPA and graduation requirements and pre-requisites. Assist students in navigating bureaucracy.
3. **Introduce students to the concept of a liberal arts college** and how Franklin Pierce is structured academically (General Education, Divisions, etc...).
4. **Introduce the meaning of membership.** Help in the development and maintenance of standards acceptable to various professional bodies.
5. **Make appropriate referrals.**

Student Learning Outcomes of Academic Advising in the First Year

Developed at the May 2007 IC101 Faculty Workshop

Cognitive Elements – What do you want students to demonstrate that they **KNOW** as a result of participating in academic advising?

- Begin to know what they're interested in vs. what other people say
- How to use the catalogue and do a course search on line
- Who to talk to besides the advisor particularly once they have an idea what they might want to major in.
- Understand the core requirements.
- Pre-requisites – what they mean and why they are in place.

Strategies for achieving: a whole class session on how to use the catalogue, pre-reqs, etc.

Skills Elements – What do you want students to demonstrate they **ARE ABLE TO DO** as a result of participating in academic advising?

- Know what forms exist and need to be filled out for what purposes, like blue sheets, permission to study at another institution over the summer, etc.
- Be able to generate and read their own degree audit.
- Be able to register online or by paperwork. How to use campus web and forms.

Strategies for achieving: give students a packet of forms and explain. Or do electronic version. Or a case study question. Story problem.

Affective Elements – What do you want student to demonstrate they **VALUE/APPRECIATE** as a result of participating in academic advising?

- Membership in an academic community
- Mentoring
- Internships
- Liberal arts education including but not limited to major
- Taking responsibility for one's academic experience
- Appreciate difference between knowledge and career
- Membership in a campus community