

Notes of Tape 1 called Introduction and Foundation of video series from Noel-Levitz called Academic Advising for Student Success and Retention

This is a well-done, 30-minute tape on advising in general; it would be excellent for first-time, assistant professors. Ideas that I thought most related to the positive potentialities of the RMS College Student Inventory are underlined. The one I liked best was, “CSI directs you away from treating each advisee the same.” The words student and advisee are used synonymously.

Tape has eight sections; it is only section eight that mentions (and only gently plugs) CSI.

1. Advising for student growth and development
 - a. Ask advisees questions of themselves
 - b. Follow areas hinted at by the advisee
 - c. The main idea is to help advisees become responsible consumers of their own education
 - d. Advising should be “informed academic advising”
 - e. Build on students strengths and skills
 - f. Try to reduce the student’s natural confusion of being in a new situation
 - g. Personalized the college experience, i.e., the student will like the institution if she/he can attach a friendly, competent, helpful personality and face with the institution
 - h. Informed academic advising meets student motivation at a level that works for the student and maximizes the student’s potential.
 - i. Send student upward in directions he/she wants to go but does not yet know how
 - j. Advising is an interaction between student and advisee, i.e., the advisee needs to open up as well as the adviser
 - k. Lead the advisee to discovery of personal growth and achievement
2. Advising for Institutional Success
 - a. Try to get student stimulated, challenged, and progressing towards a goal
 - b. A student who has at least one meaningful relationship on campus will want to stay at the institution
 - c. Again, advisers have a chance to give some personality to the institution so the student has a “face and personality” context of the institution
 - d. We all want happier and more successful students
3. Advising to promote student learning
 - a. Teach students how to make academic decisions
 - b. Encourage students to think
 - c. We want students who want to be in the courses they take and prepared to take these courses

4. Making a difference through advising
 - a. The “caring about students” factor is critical
 - b. Look at advising as being a “tour guide”
 - c. Plan strategies, goals, and recourses for and with the student
 - d. Look at the system through the student’s eyes
 - e. Be an advocate for the student, emphasize with the advisee

5. Building for the future through good course selection
 - a. Student discovery and development of strengths
 - b. The five Cs of 1) course selection, 2) connection, 3) confusion, 4) confidence, and 5) career
 - c. Create a college education, do not just “get” a college education
 - d. Informed course selection decisions are important, i.e., is the student motivated to take course? Is the student academically prepared to take the course? Does the course fit the student’s life at this time?
 - e. Link courses with the advisee’s curiosities

6. Helping students get connected
 - a. The following situations are high on students’ priority lists: family situation, living situation, financial situation. A clever question: “How are your parents doing without you?”
 - b. Confusion- every student is confused
 - c. Ideally, questions the adviser asks of the advisee accomplish the following: A mirror gets put up in front of the advisee (as he/she struggles to formulate answers to the advisers questions) in which she/he sees herself or himself more and more clearly

7. Planning a career and life after graduation
 - a. Encourage students down the road of discovery
 - b. Help advisees clarify their beliefs and values
 - c. Students are very concerned with their careers
 - d. Help students move towards making more and more informed decisions

8. Adopting a strength-based approach to advising
 - a. Emphasizing strengths frees up time and energy with which to bolster other areas
 - b. Information to the adviser is critical
 - c. The CSI information is not magical or mystical, e.g., “I could get the information CSI gives me if I met for one hour each day with the advisee until Christmas.”
 - d. “CSI gives lots of information in a short period of time.”
 - e. One interviewed adviser asks, as a starting point, the advisees, “Is the CSI an accurate picture of you?”
 - f. Another quote is “CSI directs you away from treating each advisee the same.”

- g. CSI gives advisers something to talk about that is tailored to the student
- h. Again, CSI helps advisers advise better and therefore facilitate the connection of a face and personality with the institution
- i. CSI helps advisers dig without prying
- j. CSI helps students
- k. The ideal advisee/adviser relationship is one that is progressing towards a certain direction, that direction being of student gradually becoming independent and handling their own academic decisions
- l. Shift locus of information from advisee to student over time
- m. What does the student want? Where has the student been? How much does the student need to work for financial reasons?
- n. CSI allows the adviser to uncover vital information about the advisee
- o. Advisees need to be helped to realize that advisers are not guidance counselors at the high school level
- p. Help students make good decisions
- q. Advisers need to realize that students are in different stages of development
- r. In general new students do not, at first, understand the expectations that are being implied upon them. Advising helps the student formulate these expectations and to develop to meet these expectations.