

“CONNECTING ACADEMIC ADVISING AND CAREER ADVISING: MODELS FOR SUCCESS”

Students continue to indicate one of the major reasons they attend college is to get a better job; however, they often aren't able to tell us what that “better job” is. As an advisor, you are uniquely positioned to help students make meaning of their educational experience.

Objectives

- To define academic and career advising
- To identify the commonalities and differences in academic and career advising
- To present the rationale for creating connections and collaborations
- To describe strategies for creating connections and collaborations
- To present recommendations

Definitions: Academic Advising

“Academic advising is a series of intentional interactions with a curriculum, pedagogy, and student learning outcomes. It synthesizes and contextualizes a student’s educational experience within the framework of their aspirations, abilities and lives to extend learning beyond the campus boundaries and timeframes.”

National Academic Advising Association. (2007). Concept of Academic Advising

Definitions: Career Advising

“Career advising helps students understand how their personal interests, abilities, and values might predict success in the academic and career fields they are considering and how to form academic and career goals accordingly.”

Career Advising: An Academic Advisor's Guide –V. Gordon, 2006

Career Advising...Counseling

□ Career Advising....

“The emphasis is on information and helping students understand the relationships between their educational choices and general career fields rather than how to cope with intense career-related personal concerns.”

Career Advising: An Academic Advisor's Guide V. Gordon, 2006

Developmental Advising Hierarchy

- Exploration of life goals, values, abilities, interests and limitations
- Exploration of career goals
- Selection and design of academic major or program of study
- Selection of courses
- Scheduling classes

Note: this hierarchy defines four types of students: new, truly undecided, transfer-in and within, and decided

Advising IS Teaching

UW-Superior Advising Learning Outcomes

To help:

1. students reflect on academic and professional goals
2. students become aware of steps necessary to reach academic and professional goals including undergraduate education, graduate education, examinations and licensing requirements
3. students understand the advising process
4. students understand requirements for graduation at UW-Superior including degree progress reports, major, minor, upper division and general education requirements
5. **To discuss:** with students how liberal arts and professional education at UW-Superior may fit in with these goals
6. **To direct:** students to needed support services
7. **To assist:** students in registering for classes

Is there a difference?

- What are the commonalities and differences between Academic and Career Advising?

Meaningful, Respectful, Effective, & Efficient

- Asking questions
- Listening
- Communicating
- Supporting
- Challenging
- Caring
- Referring

Why Collaborate?

- Student and Parent Expectations
- Advisor Feedback
- Changing Nature of Work
- Impact on Student, Advisor, and Institution

Strategies to Connect and Collaborate

- Individual Interactions
- Cross Department/Division Activities
- Curricular Options
- Structural and Organizational Models

Individual Interactions

- What questions are you currently asking?

The questions frequently asked...

- How are your classes going?
- What do you want to do after graduation?
- What classes are you considering for next semester?
- What major are you considering?

Individual Interactions...

How about these questions...

...Connecting *now to then for students*

- What life skills are you now developing?
- How can the content knowledge in your courses or co-curricular activities be used in a career or vocation?
- How do these skills and knowledges relate to your interests and passions?
- What additional experiences can you gain that will enhance and expand your career options?

To explore collaborations, consider these questions...

- What questions do you currently ask students about their interests, skills, values, and passions?
- How do you help them connect that self knowledge with the academic decisions they are making?
- What are the most frequent career questions that your students ask?
 - ▣ Which of these questions could you answer that would help your students make wiser academic decisions?

More considerations...

- Who currently provides answers to those career questions?
- What are ways you could collaborate with those individuals to better serve your students?
- What resources are available?

Cross Department/Division Activities...

- Career and Major Expo
- What Can I Do With a Major Workshops
- What Employers Are Seeking...
- Major Specific Academic and Career Publications
- Joint Staff Meetings/Professional Development Activities

General Education Curricular Options...

- Learning Communities
- Courses required of all students
 - ▣ COM 100 or ENG 102
- Public Speaking
- FYE Course

Major Specific Curricular Options...

Courses required in the major

- Intro to
- Internship
- Field Experience/Practicum
- Senior Seminar

Curricular Options...

Department of Business and Economics

- Career Success Strategies Course
- Principles of Management (BUS 380)

Resume Assignment

Stengths Quest Assessment

Structural and Organizational Models...

- Population Specific
- College Specific
- Institution Wide

Creating Connections and Exploring Collaborations...

- Identify current status on campus
- Determine your area of influence and identify your goal
- Talk with colleagues

Recommendations...

- Be intentional
- Be enthusiastic
- Be specific
- Be clear
- Be realistic
- Be flexible
- Believe in the Power of One

The Power of One....

- You can make a difference...where ever you are in the organizational structure.
- Identify one thing that you will do differently the next time you meet with a student...
- Identify one individual you will contact...

Acknowledgments:

*Adapted with support and permission
from Betsy McCalla-Wriggins,
Director Emeritus and Former President of NACADA*