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Pace University: Holistic Academic Advisement

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Pace University: Holistic Academic Advisement

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May 26, 2010

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TO THE PACE UNIVERSITY PFORZHEIMER HONORS COLLEGE:

As thesis advisor for _____

I have read this paper and find it satisfactory.

Thesis Advisor

Date

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Precis

Advisement at all universities is extremely important. Students should go to their advisors to talk with them about registration, extra-curricular activities, their day-to-day routines, current classes and so on. Advisement is necessary for retention because students tend to drop out when they feel they do not have anybody to guide them within the school. A holistic approach to advisement is best. This means that advisors are educated in a variety of different areas and can pass on their insight onto the students; advisors should not just be concerned with preparing students for registration once a semester.

There seems to be debate as to whether or not decided and undecided students need to be treated the same by their advisors. Decided students are normally thought of as people who know why they are in college and undecided students are sometimes thought to not have any direction whatsoever. However, this is not necessarily the case. In fact, the majority of students who come into the university with a major decide to change it later on. It is alright to be undecided. Those undecided students still want to be in college but they want to be better informed as to what they should major in before they take the big leap. This is why it is necessary to have good advisors available in the university at all times.

Pace University is the model school used in this thesis. Pace has both good and bad qualities in terms of advisement. Some departments are much better than others and provide excellent information to their students. It all depends on an advisor's way of thinking. For instance, if a professor who also serves as an advisor believes they are not getting paid to know about what classes students should be taking, what activities they

should be participating in and so forth, they will never be able to help a student bring about their full potential.

It is critical for schools to advise students because there is a high chance students will drop out if they feel they do not have direction. Students need a faculty member to guide them throughout their years at the university. Retention is extremely important. The sooner universities realize retention is influenced by levels of advisement, the better chance they have of keeping their students for all four years.

Through research, different methods of advisement became obvious. There is plenty of information on people such as Chickering and Holland and their schools of thought. They believe that advisement is critical for a plethora of different reasons. They talk about steps and procedures that keep students focused, ways to improve retention and so on.

There are also advisors at Pace such as Mrs. Shannon Haick and Dr. Walter Raubicheck who believe advisement is critical in college. There are different classes implemented at Pace University, such as University 101 and Exploring Majors and Careers, to help students set a goal for college and stay on track. These classes, normally offered to freshmen and sophomores are designed specifically for them to make sure they understand different aspects of college, what is expected out of them, what their degree can do for them, where their major can lead them after graduation and how to transition from high school into college. Advisement is the key to making sure all students are given the attention and guidance they deserve.

Pace University: Holistic Academic Advisement

Academic advisement must include committed, knowledgeable faculty and staff, who see advisement as part of their teaching function and take a holistic approach to the process. It is critical students have more guidance from advisors to ensure retention and maintain direction while in school. Advisors are critical to students in college. They give guidance to those who may not know anything about college or how to go about succeeding within it. They also give guidance to those who are already on the right path but do not know what to do with all their knowledge. It is necessary that all universities implement mandatory advisement for all students to keep them focused and on track throughout school. The better an advising program is at a particular college, the better prepared students are to do their work, feel more confident and develop their full potential. Pace University is a model example of good and bad advisement techniques.

Advisement is a critical aspect of college life. According to Virginia N. Gordon, author of “The Evolution of Academic Advising: One Institution’s Historical Path”, The Ohio State University is known for advice passed onto students by teachers, faculty and other staff members. Pace University can try to mimic the actions advisors took at Ohio State in order to change for the better for students and a university as a whole. Growing emphasis placed on student services, also known as advisement, became a big part of college life and student development. This emphasis became an extremely critical aspect of college life.

At Pace University, there is a mandatory class that all freshman students are required to take: University 101. According to Dr. Walter Raubicheck, Chair of the English Department and first to decide to implement this one credit class into the CORE curriculum, freshmen students are assigned to a specific advisor that will also be their

UNV 101 teacher for the rest of the academic year. These advisors teach students how to register for classes, familiarize students with extracurricular activities at and around Pace, give advice on the CORE and why it is sectioned in a particular way. Technically, only freshmen are required to meet with their advisors in order to take the “Hold” off of their account. Holds are placed on freshmen accounts so that they will not be able to register for classes until their advisors know the students know the right way to register and what classes they need to register for. For most UNV 101 professors, their biggest concern is making sure the students understand the CORE.

Understanding the CORE is essential. One should fulfill a good amount of CORE classes during one’s first and second semester freshman year. Freshmen are given their first semester schedules when they attend orientation but they need to become familiar with scheduling after first semester because they need to pick out their own classes second semester. The CORE, composed of a total of 60-61 credits, includes basic English, math, science and language courses accompanied by Areas of Knowledge (AOK) classes. AOK courses are grouped into five sections including: civic engagement and public values, western heritage, world traditions and cultures, humanistic and creative expressions and analysis of human, social and natural phenomena. Students must take a minimum of 24 credits in this area of the CORE. Finally, there is an Inquiry and Exploration section in which students must complete anywhere from 8-21 credits. “Students need to complete these courses to graduate and it makes them more well-rounded human beings,” said Dr. Raubicheck.

Elizabeth A. Blank, M.S., is an academic advisor on the 16th floor of 41 Park Row. After freshman year, students are supposed to transition from their UNV 101

professors/advisors and get to know their advisors in their field of study. If students have not declared a major, they are instructed to see Mrs. Shannon Haick, M.S. Associate Director. Regardless of whether or not students have chosen a major after freshman year is irrelevant to Ms. Blank. She sends a massive e-mail to all sophomores informing them that both they are welcome to make an appointment to speak to someone in the office. Ms. Blank commented, “We are here to help students, decided and undecided”. Students choose to go to the 16th floor because their major advisor may not know too much about the CORE curriculum. Ms. Blank and the other advisors know the CORE inside and out. They are also very familiar with all different majors except biology, chemistry and theater majors; according to Ms. Blank, biology and chemistry majors usually transfer to other schools, such as Columbia, after their freshman or sophomore year and theater majors have very specific requirements that these particular advisors are not familiar with.

It is important to explore the differences between decided and undecided students in college in order to observe if there is any variation on the needed amount of guidance between the two groups. In “The Undecided Student: How Different is He?” from the American College Testing Research Report by L. Baird, a study was performed that ultimately showed that decided freshman students and undecided students differed in one main aspect: college goals. The undecided students seemed to be more willing and open to new possibilities, such as what to major in; the undecided students seemed to have many intellectual attributes like academic aptitude and self-confidence, for example. The decided students were more focused on vocational intentions.

Shannon Haick advises all undecided students after they have completed their sophomore year at Pace University, NYC Campus. She helps students pick courses, usually CORE curriculum since they are not yet decided, that they are interested in but are not sure if they want to invest in for the rest of their college career. Mrs. Haick also works with students that want to change their major but are not sure which major they would like to switch into. Mrs. Haick is very devoted to her advisees and has proven so by organizing a class, Exploring Majors and Careers, that does exactly that.

When visiting two of Mrs. Haick's classes, UNV 101 and Exploring Majors and Careers, students were able to give a great amount of feedback on how they felt regarding choosing a major, pressure that is put upon them, what they think of advisement at Pace and what they think should be done to improve advisement. Mrs. Haick's UNV 101 class was composed of all undecided freshmen students. When visiting the class at the beginning of their first semester, some of the students had ideas of what they would like to major in and others did not have a clue. When asked if they would like to take Mrs. Haick's Exploring Majors and Careers class, almost all said they would be more than happy to take the class so they could get some insight into what different majors were all about. They all felt they needed a class that would point them in the right direction. Even so, students felt that the UNV 101 class was necessary because it helped familiarize them with the school, how to register and learning interesting approaches to studying and time management. While the freshman were happy, hopeful and eager to proceed with their college years, the Exploring Majors and Careers students were not as optimistic.

The Exploring Majors and Careers class was recently added to the interdisciplinary courses and classes consisting of studying methods such as Chickering's

Seven Vectors and Holland's Theory for career counseling which are made to help students explore themselves intellectually, emotionally and academically. Both classes represented undecided students who seemed unsure as to why they were in college, what they should be doing at Pace, what major to choose and how to go about choosing it. At first, basic questions were asked: what do you think advisors should help you develop throughout your college years, do you know who your advisor is, why are you in college, how can advisors be more beneficial, and what are reasons you may not meet with your advisor? Students believe advisors are there to help pick out classes for next semester's schedule but further than that, many were hesitant to answer the other questions. When asked why they were hesitant, some answered that they were not sure why advisors are available and therefore did not feel comfortable going to their advisor for assistance with other issues. When told other reasons as to why advisors are around school such as moving from autonomy towards interdependence, developing interpersonal skills, developing integrity, developing purpose, managing emotions, and creating self discipline, many were shocked to hear that their advisors are here for those very purposes. Once they were given this information, the students seemed more apt to make an appointment with their advisor. This led to the conclusion that college students need to be better informed as to why they should meet with their advisors and once they are made aware, they are much more likely to utilize their resources.

"The Undecided Student: How Different is He?" is necessary to comprehend because it allows one, mainly an advisor, to categorize students based on their objectives. If an advisor separates his/her students into these categories, the amount of attention needed and attention to particular type of detail is explored and eventually

affects the students in a positive way. While one student may be content coming into a university as a decided student choosing to study accounting, another may be stressed because he does not know anything about what they want to do or be once they graduate. Therefore, advisors are needed by students to give direction and focus. Even those who are decided still need advising but they may need a different type of it; consequently categorizing students does seem to be beneficial and specialized advisors should be dispersed among a variety of students with different needs. If students are given the advisement they need, schools have less to worry about in terms of student retention rates.

Virginia N. Gordon, author of *The Undecided College Student: An Academic and Career Advising Challenge*, gives a lot of insight into the world of advising and the long-term affect it has on students. Gordon claims that research that focuses on undecided students is limited but need to be explored further in order to provide better academic institutions in which students can experiment and learn what it is they want to do with the rest of their lives. Most students do not know which path they want to take the first year they get to college. However, there seems to be so much pressure placed on the college students to make a decision, that many times, some students wind up picking a major they are not interested in because they do not want to be labeled as “undecided” or misdirected. In fact, students who pick a major right away are usually those that are misdirected. A majority has never had the opportunity to be guided by advisors and many wind up changing their majors much later into their college careers.

Joseph Cuseo in ““Decided”, “Undecided”, and “In-transition”: Implications for Academic Advisement, Career Counseling and Student Retention”, explores the

differences between the retention of decided and undecided students. A common misconception is that undecided students do not have a sense of direction and therefore, have a greater risk of dropping out of college than a decided student. However, according to Cuseo, undecided students may be undecided because they want to do some more exploration before they completely commit to one major. Many students have a wide variety of interests and to say they have more of a chance of dropping out is nonsense. In fact, students who come into college with a declared major usually change their minds later in their college career, have to start from scratch all over again (in terms of “major” courses) and from there, have a higher percentage drop-out rate because they are too frustrated to continue. According to Cuseo, advisors should help undecided students gather information so that they can make a well informed decision as to what major they want to pursue throughout their years in a university.

According to David C. Gafner and Richard J. Hazler, authors of, “Factors Related to Indecisiveness and Career Indecision in Undecided College Students”, sixty newly enrolled college students are undecided. Even those students who come in “decided” usually have some sort of indecisiveness about their major, i.e.: it is not really focused on their main interests. According to this article, undecided students are less likely to be nervous about picking a major because they have already been given some background as to what it is the major they want to choose consists of in terms of classes, extra-curricular activities and future job possibilities. It seems that those students who have been given some insight into what major they want to choose and how they can apply it after graduation, tend to stay in their universities for the full four years. Once those students,

who have had long-term academic advisement throughout their four years, often have a better idea of what it is they will do after graduation.

Virginia N. Gordon and Diana I. Kline, authors of “Ego Identity Statuses of Undecided and Decided Students and their Perceived Advising Needs”, go a little bit against the grain and claim that there is not really a major difference, if any difference at all, between advising needs of undecided and decided students. According to most, decided and undecided students are categorically different in terms of their advising needs. Gordon and Kline do not see this to be the case. They feel that advising needs are not different at all but the approach to advising undecided students should be different than the approach towards advising decided students. The most basic assistance an advisor can give a student is clarification about their academic goals and needs. All students have developmental needs that must first be adequately met before they are able to commit to one particular major. If these developmental needs are not met, advisors have not done a good job advising their students.

Particular approaches toward advisement are very important. Whether decided or undecided advisement is needed but the way one goes about giving advice can have a major impact on the student. According to George Steele, author of “A Research-Based Approach to Working with Undecided Students: A Case Study Illustration”, the importance of advisement breaks up into five stages within an advising session. First, there is the opening interview in which the advisor asks the student how he/she can be of assistance. The second step is to identify the problem the student is having and in some cases help express their feelings for them. The third step is to identify possible solutions. It is necessary to have interaction between the advisor and student, so perhaps the advisor

may ask for some ideas from the student and then expand upon those solutions. Fourthly, the advisor and student must both take action to implement the solution. Finally, the last stage requires the advisor to “summarize the transaction” by reviewing what has happened, encouraging future contact and making a follow-up appointment if needed. These steps can help students understand that their advisors are there to help them and in turn, make their college experience a little less threatening.

Dr. Raubicheck would agree with Steele. In an interview, he clearly stated what he believes should take place in an advisement meeting. According to Dr. Raubicheck, an advisor should ask the student how he is doing. General questions would include: How is school going? Do you enjoy your classes? Are you working/have an internship? These questions set up a foundation between advisor and advisee; the student feels more comfortable and understands that their advisor is not just there to help them with compiling next semester’s schedule a week before registration. From there, Dr. Raubicheck thinks one should proceed with the meeting by asking the student why he is there and continue by helping the student with his academic issues. During the meeting, if there is anyone Dr. Raubicheck can call so that the student does not need to go through the hassle of the run-around (which can sometimes be the norm at Pace), he will do so. Once the meeting is completed, a follow-up appointment should be made. He believes the advisor should meet with the student anywhere between 2-3 times a semester because advisors are there to make sure students are on track and focused. At the end of the meeting, the advisor should take a couple of minutes to jot down a few notes about the meeting and put it in the student’s file; this is so the advisor can review it quickly before another meeting with the same student. The student must feel comfortable and that

someone is listening to their concerns. If an advisor reviews the notes five minutes prior, the student will feel the advisor did not forget about everything that they talked about before.

Crossing the Finish Line: Completing College at America's Public Universities, by Bowen, Chingos and McPherson, illustrates what deters college students from graduating and how to help decrease the drop out rate. Outside standards including socioeconomic status, financial status, and institutional selectivity contribute to a student's retention in college. However, regardless of the school or financial status, all students should be given an advisor to help them through their studies, problems relating to school and college life in general. Advisors play a major role in making sure students reach their potential and achieve their personal goals. It is important that students walk away from college life feeling proud and accomplished, otherwise universities have not done their jobs correctly.

“Where This Path May Lead: Understanding Career Decision-Making for Post-college Life,” by Scott C. Brown, demonstrates how crucial college advisors can be and the impact they leave on students after graduation. According to Brown, there are four conditions that should be brought to a student's attention by advisors in order to understand their expectations, motivation and attitude which students are greatly impacted by both during and after college. These four main conditions are: orientation to learning, experiences, interactions with others and the environment. If a student is able to manage these factors in college, with the help of their advisors, they are more likely to be better able to manage life outside school. This usually leads to greater success and personal development.

According to Brown, the four main conditions are imperative to student success and retention. The first condition, orientation to learning, makes sure that a student gets familiar with how academia in college is presented. This is a necessary condition because the way a student changes and develops depends on his/her ability to respond positively to learning in an academic setting. Experiences are critical to the four conditions because regardless of how many times aspects of college life can be explained to a new student, nothing beats coming into contact with particular encounters. These events make students better-rounded because they can then identify with people who have been through similar circumstances and form crucial bonds that help develop interpersonal skills.

The last two conditions, according to Brown, are interactions with others and the environment. These are essential elements that advisors need to bring to students' attentions because they are two of the most common aspects of life people encounter regardless of age and/or occupation. Not only does there need to be interaction between advisor and student, but there must also be interaction between student and student, student and professor, and so forth. These interactions will later impact how one will interrelate and cooperate with others. By learning important skills like this in college will alter one's future for better or worse; advising one on networking with others can severely impact future opportunities available to a student. Environment is also critical because it is what predominately affects people everyday. In every aspect of society, people are placed in particular environments everyday of their lives whether it be school, work, home or play. How one manages one's life in that space is crucial and should be brought to one's attention by their advisor.

The Planned Happenstance Theory emerges from the article by John D. Krumboltz, Al S. Levin and Kathleen E. Mitchell, "Planned Happenstance: Constructing Unexpected Career Opportunities". It basically gives students the opportunity to change their way of looking at what it means to pick a major and the importance of choosing it right away. This theory applies not only to students, both decided and undecided, but to all people as well. Things happen in everyday life that can not be explained or fixed. However, advisors have the chance to help college students understand the problem at hand and learn how to deal with it. Advisors should be making it possible for students to turn their sometimes unexplainable transformations into an opportunity for learning. This not only helps students realize that it is alright to be anxious about current situations but it also helps students find solution and be better equipped to learn what to do if a similar occurrence happens in the future.

According to, "What do Students Wants in Advising? A Policy Capturing Study", there are five student preferred advising sections. There is prescriptive approach in which the advisor does all the daily job requirements normally asked of him/her. They do all their paper work, sit with students and talk to them about their schedules, and making sure all requirements have been met for graduation. Another approach, that has been found to be more effective, is the developmental approach in which students talk with their advisors about their goals, preferences ad values in order to establish a framework around which the advisor can help prepare the student for college life in and outside the classroom. Focus is also placed on stress placed upon students and how to deal with it.

This then leads to the next three preferred advising sections: emotional, depth and variable. In an emotional approach, students talk with their advisors on a more personal level and truly get their thoughts and feelings out in order to fully understand their own goals. In a depth approach, one must ask themselves, as Cerabino, Fritzsche and Mottarella do, “Does it matter if the relationship is established or nearly anonymous?”. A depth approach focuses on interpersonal relationships between advisor and advisee as well as advisee with others. The focal point here is to observe if students feel more comfortable with an advisor who remains somewhat unidentified or recognized; in the long term, it is better for a student to know the advisor and develop a relationship with them that will continue all throughout the college years. Finally, in a variable approach, one is trying to figure out the best possible method of advisement. For example, is a female advisor better equipped to work with female students or vice versa? It is necessary to find out what students feel is critical in advising and what the university knows is essential in advising based on previous experiences. The combination of these leads to the best possible advising tactics that can be suitable to both student and advisor.

It is important to know the difference between advisement and counseling. A college advisor is there to help students stay on track. However, a college advisor is not taught to counsel a student on his life. If an advisor sees that a student is having trouble in school because of problems at home or whatever the case may be, he should send the student to the school’s counseling center. Advisors are meant to help students succeed in college by helping them in any academic way they possibly can. They are not meant to be therapists. Having an advisor give advice on other issues would not be appropriate or fair to the student; a college advisor usually does not have a degree in crisis counseling.

However, the advisor can direct the student to the counseling center so that they can hopefully get all other problems sorted out there. This is why it is necessary to have a holistic advisor that can be sensitive to issues and make the proper referral.

According to Emily Bullock and Robert Reardon in, “Holland’s Theory and Implications for Academic Advising and Career Counseling”, John Holland has six basic themes that relate to careers that would be suitable to students upon graduation. John Holland was a psychologist who was dedicated to making people aware of their abilities and how they can apply those skills to everyday life. The six basic themes are realistic, investigative, artistic, social, enterprising and conventional. If college advisors would help students recognize the signs that would make one particular category applicable to a student, it may be easier to pick a major and decide what to do with that degree after graduation.

It is necessary to understand the six basic themes. Holland came up with the theme “realistic” to refer to people who work with the here and now; these are very practical people who are usually physical and hands on. People with this type of personality usually become firefighters, architects, chefs and athletes to name a few. Investigative people, according to Holland, are more analytical and explorative; these types of people look for more than what is inherently on the surface. Careers that may be applicable to such people are surgeons, scientists and attorneys. Artistic people are normally very creative, original and independent; their ideas may sometimes come off chaotic to others but they usually have a method to their madness. Such people frequently become actors, painters, and musicians. Next comes what Holland refers to as social. These people are regularly very cooperative, supporting and healing. Job

categories many people fall into are professor, nurse and therapist. Enterprising people are good with persuading others and have good leadership qualities. These people are normally great in politics, communications and marketing. Finally, people Holland likes to call conventional, are those who pay attention to detail and are ordinarily organized. These types of people commonly become accountants and secretaries.

Holland's Theory can be very beneficial to advisors who are faced with struggling students everyday who do not know what they want to do with the rest of their lives. More advisors need to apply Holland's Theory so they can be better equipped to find out more about students personalities and how that can relate to a future career. It makes sense to group people with similar characteristics and observe what they like to do and what areas in the job market agree with them. If people are more sensitive to what they like to do, based on their personalities, they are more susceptible to understanding what they would be great at doing in terms of a career.

Arthur Chickering is another prominent person who studied advisement and what bests suits students according to their "identity". For instance, in *Education and Identity*, by A.W. Chickering, he focuses on personal studies that are extremely informative as he gives great insight into a college student's personal development. One development is "The Seven Vectors" which are composed of developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose and developing integrity. These seven vectors exhibit how a student's development can affect him in a variety of ways such as socially, physically and intellectually. Chickering helps boost

society's awareness of the importance of a college student's practical understanding of identity and success.

According to Chickering, his theory gives people the insight to understand changes in students and guide them on their way. Developing competence, the first of the seven vectors, is about physical and manual competence. The goal of this first vector is to develop self-discipline. In the second vector, managing emotions, Chickering tries to develop an approach where "students learn appropriate channels for releasing irritations before they explode". It is crucial to remember the importance of a student's mental health and it is an advisor's job to help create a balance between emotions. The third vector is moving through autonomy toward interdependence. So many people are taught to think that what matters most in college, is a student's ability to become independent; the more independence a student exhibits, the more likely they are to succeed in the future. However, it seems that while developing independence is important, interdependence is just as critical. It is necessary to know how to be independent, but it is even more crucial to know how to deal with other people and create a balance between autonomy and interdependence.

Chickering further develops these first three vectors as he moves through his next four. The fourth vector is developing mature interpersonal relationships. According to Chickering, this involves tolerance and appreciation of differences and capacity for intimacy. Here, tolerance is seen as intercultural and interpersonal. "Awareness, breadth of experience, openness, curiosity, and objectivity help students refine first impressions, reduce bias and ethnocentrism, increase empathy and altruism and enjoy diversity," (Chickering). The fifth vector is to establish identity. According to Chickering, identity

formation depends on the other four vectors previously mentioned. There are seven steps within “establishing identity”.

According to Chickering, the seven steps of the development of identity involves: comfort with bodily appearance, comfort with gender and sexual orientation, sense of self, clarification of self-concept through roles and life-style, sense of self in response to feedback from others, self-acceptance and self-esteem, and finally personal stability and integration. These steps of identity are important for a university advisor to be familiar with because they can then teach their students how to develop themselves throughout college. When students are given a set of rules and/or guidelines to follow, in terms of what they should be developing, they are more likely to follow through with most, if not all of the steps. Establishing identity is so important because it gives people a clearer sense of who they are, what they want to accomplish in their college career, and what they want to do after they graduate.

Once students have a good sense of their identity, they can move on to developing purpose and integrity. Developing purpose includes three steps, according to Chickering: vocational plans and aspirations, personal interests, and interpersonal and family commitments. These three steps can actually aid advisors guide their students toward getting a good job by determining their interests and qualifications. The last vector, developing integrity is also very significant. It is related to developing values and beliefs. “Students bring to college an array of assumptions about what is right and wrong, true and false, good and bad, important and unimportant,” (Chickering). It is important to personalize these general assumptions in order to make a list of one’s own values to

decide whether or not what one once believed, still reigns true after a stronger sense of self is developed.

Everything discussed thus far leads into the responsibility of academic advisors and their job to guide students throughout college. According to Susan H. Frost, author of *Academic Advising for Student Success: A System of Shared Responsibility*, academic advising is more than helping students pick out their schedules for the next semester. She believes that academic advising should be used as a means of enhancing personal development and positive outcomes in and after college. Advising tends to keep more students in college while simultaneously helping them get involved in more college experiences which leads to a wider range of exploration.

Mark Yudof, from the University of Texas and author of “The Changing Scene of Academic Advising”, categorizes three features within colleges that if properly implemented would provide improved advising services to students. These three categories are: reduced advisor-advisee ratio, university-wide characterization of students as consumers of services and the transformation of making advising a distinguished profession recognized within the university. For instance, if there is a reduced advisor-advisee ratio, there would be more time for an advisor to give attention to each student individually. Without this one on one attention, it is hard for the student to want to come back to the advisor because they may feel their problems are not important enough for their advisor to pay attention to. Also, if universities were to look at student advisement as a part of consumer services, advisement would no longer feel like a luxury but instead, part of basic university procedure; interaction between advisor and advisee is then seen as a necessity. Finally, if advisors were given more recognition

for the efforts they put out, there will be more of a growing opportunity field for advisors which would be a great success for all involved within the university.

Richard J. Light, author of “Changing Advising Through Assessment”, based his article on a study conducted with Harvard students. Advisors and administration came together to implement advising tactics. Although this article states that it is “Harvard specific” and may not work for every school, it is still important to see how different schools use advisement and see if some of the strategies can be implemented in other universities. The main question that needed to be answered before the study could be conducted was asked by President Derek Bok in 1986. He asked, “Can you and your faculty colleagues initiate an ongoing, enduring effort to examine the effectiveness of what we do...and what changes we can make to do it better,” (Light, 7). The president and faculty members found the answer in six parts: help students work productively outside class, change grading structure to reduce competition, change curricula though “value-added” assessment, build “in-class learning” in student residences, restructure classroom instruction and increasing opportunities for mentoring. These steps help advisors implement change because all these methods keep advisors and students engaged which is critical to insure a good relationship between the two.

Kadar S. Riva, author of “A Counseling Liaison Model of Academic Advising”, shows that advisement is essential for retention of college students. Most students develop a mutual understanding with their counselors that can truly aid them throughout college. For instance, even after a student has decided what they want to major in, advisors remain a critical part of their college life. Advisors are meant to be available to students to turn to for academic and many times, real word guidance that can be learned

and applied in and outside of the classroom. When students feel comfortable with their advisors, they are more apt to receive their degree.

In the article, “Socratic Self-examination and Its Application to Academic Advising” by Marlene S. Kuhtmann, she makes the reader understand the Socratic Self-examination method and how it is related to academic advising. Kuhtmann writes about how she particularly likes the quasi-Socratic method which is used in representing and analyzing issues. It focuses less on the traditional Socratic method of questioning and more on elements such as student development, learning environments and the individual. The quasi-Socratic model for advising is concerned with dialect between student and advisor; advisors do not look at students as a clump of young adults that all have the same background. Instead, under the quasi-Socratic model, students are seen as individuals whose needs are not the same and each student must be advised on the level on which they stand. If every student is to be treated the same, there would be no point to advising since all students need advisement on different things in order to have their needs met.

Peer advising is one important aspect of the quasi-Socratic model for advising and focuses on the dialect between student and student; it has become a great success. Joel F. Diambra and Kylie G. Cole-Zakrzewski wrote the article, “Peer-Advising: Evaluating Effectiveness”, and it has been a great contribution to the world of college advisement. In peer advising, students actually counsel other students that have been in similar situations and teach them ways of coping. Peer advising is recommended in this article for a variety of reasons. The main reason being: students are more likely to listen to other students who are or have been in similar situations. Peer advisors may seem more

approachable to students than professors or extremely busy advisors. These young advisors tend to give good advice to students and many have been helped to pick a major because of these people. Peer advising is also used to enhance student recruitment into schools and better academic services to students.

Peer advising has become a major part of the English Department at Pace University, NYC campus. It is dedicated to making sure that English majors feel comfortable within their field of study and provide activities to make their college lives fuller. For example, there is a “Coffee Hour” held every week in the adjunct’s lounge on the 15th floor of 41 Park Row for all English majors, professors and adjuncts. There have already been a range of activities held such as going to a Broadway play last semester, going out to lunch, the English Major’s Reception Party, and playing Rock Band while eating pizza and hanging out with other English majors. This mentoring program provides fun activities for English majors while simultaneously providing an academic setting for students to feel free to communicate with one another in about their concerns and goals for the future. All student mentors are there to help other students and it provides a great environment for English majors to want to become a part of.

In order to conduct research that proves why college students want and need more guidance from their advisors, one must gather information from a variety of different informants such as college students (in this case from Pace University, NYC campus), and advisors. Field research has been conducted with college students from Pace to prove the great necessity for more advisement from counselors. Throughout this research, Pace students voiced their need for better advisement because of what they

expect it to provide them with; as of right now, according to these informants, Pace is not up to par with meeting their academic advising needs.

Pace University needs more advisors in particular departments. For instance, there are very few advisors in the Philosophy Department. Even though there are less philosophy majors at Pace than there are business majors, those students still need guidance. Dr. Brown, Chair of the Philosophy Department, declared that it is a “hit or miss” when a student comes into the office looking to speak with an advisor. Even though Dr. Brown believes that advising is necessary, there are only four full-time faculty in the Philosophy Department on the NYC campus. Dr. Brown currently has five different video-conference classes between NYC and Pleasantville because there are not enough people to teach all the students in the major. While teaching all these classes, Dr. Brown must still find time for office hours in order to speak with students in both NYC and Pleasantville. This is not fair to the students or Dr. Brown. There need to be more advisors in the department or else students may feel they have nobody to turn to for direction. This leads to changing one’s major or dropping out of college.

There need to be changes in advising at Pace University. There need to be enough advisors so that every student has someone they can turn to for help and so advisors do not feel bombarded with a bunch of different student problems all at once. It is not healthy for the student or the advisor. If an advisor can not pay attention to their students or keep track of particular students’ needs, there will be serious problems in terms of retention and student success.

Not only do there need to be more advisors available but there also needs to be a better way for students to get the advisement they need. It must be accessible. In 2010,

students need to be able to go online and make appointments with their advisors. Students need to be made aware of who their advisor is, have a website to go on (somewhat like Blackboard) to make appointments, ask questions and so forth. Some may ask why students can not just reach out to their advisors through a simple e-mail. The answer is that it is too impersonal. Students need to feel secure and understand there is a place to go to, on the Internet, where they can get in touch with their advisor and know they will get a response.

Just like the student must know they need to go on the website to talk to their advisor, set up meetings and so forth, advisors must regularly check the website. The site would help make everything clearer because it would be more organized. Advisors do not have to be attacked by different e-mails coming to them from advisees that are not even their own, accidentally send an important e-mail to “junk mail”, or just have it get lost in all the other hundreds of e-mails professors and advisors are bombarded with on a daily basis. It would be an organized way to set everything up because the website would inform the student who they must speak to, give an exact e-mail address, phone number and so forth. Both students and advisors could go on the website to check when their next appointment is and everything could be a little less confusing.

Most importantly, professors must remember that advising is part of their job. There are a lot of professors at Pace that advise students as well. Some professors see it as something extra that they may have to do, something they are not getting paid to do. However, this is not the case. Teaching and advising go hand-in-hand. It is impossible to separate the two. Dr. Raubicheck sent out a memo two months ago to all the faculty in the English Department. It basically stated that he would be sending out a list of all

advisees assigned to specific people within the department. He wrote, “Certainly advisement includes helping our students choose the correct courses each semester...but it would be negligent to leave it at that”. Dr. Raubicheck is taking a step in the right direction to make sure all faculty know how important it is to reach beyond a meeting to talk about registration.

The Pforzheimer Honors College is a prime example of advisement that Pace students should take advantage of. Dr. Christopher Malone, Director of The Pforzheimer Honors College on the NYC campus sends out multiple mass e-mails every week. It may clog up your inbox but it is worth it. It proves that there is someone there for students to turn to. There are also outings and special events available to students if they wish to partake in them. This shows how much The Honor’s College cares about reaching out to its members. It is important to feel part of a community at school; the Honors College advises academically while providing students with opportunities to do different activities. They even send out e-mails about internships and jobs available, which is what advisement is all about.

College students, whether decided or undecided, need guidance from advisors so they will be prepared in school as well as after graduation. Advisement is critical for students because it provides them with a sense of direction they may not have had before. Retention rates rely on advisement to keep students in their universities; the more guidance a student is given, the more likely they are to stay on track and remain enrolled in classes. Focusing on making advisement the best it can possibly be in a university is essential to retention rates and student success.

Appendix A

Foundation Requirements

<i>English 110 (can test out)</i>	<i>4 Credits</i>
<i>English 120 Critical Writing</i>	<i>3 Credits</i>
<i>English 201 Writing in the Disciplines</i>	<i>3 Credits</i>
<i>Math 104/107/108/111/127/131/134</i>	<i>3 Credits</i>
<i>Approved LAB Science Course</i>	<i>3 Credits</i>
<i>CIS 101 Intro. To Computing</i>	<i>3 Credits</i>
<i>Second Language Proficiency</i>	<i>6 Credits</i>

Areas of Knowledge

<i>Area I: Civic Engagement and Public Values</i>
<i>Area II: Western Heritage</i>
<i>Area III: World Traditions and Cultures</i>
<i>Area IV: Humanistic and Creative Expressions</i>
<i>Area V: Analysis of Human, Social and Natural Phenomena</i>

Inquiry and Exploration

<i>Courses include arts and science electives outside one's major and auxiliary arts and science courses required for one's major.</i>
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Appendix B

Advisement Website

Step 1: Type in Your Name: Flo, Xan

Step 2: Your Advisor is: Mr. Dean Martin

Step 3: Choose from the Following:

- **Make an Appointment**
- **Make a Follow-Up Appointment**

	Mon. 4/10/11	Tues. 4/11/11	Wed. 4/12/11	Thurs. 4/13/11
Ander, Kelly	12:30			
Paul, John			2:00	
Smith, Peter				12:00
Panter, Julie			4:00	
Flo, Xan				

- **See Previous History**

	Monday, 11/4/10	Wednesday, 2/9/11	Thursday, 3/1/11
Flo, Xan	Registration	Academic Concern	Follow-up

- **Ask a Question**
 - Private Question
 - General/Public Q & A

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