

# CREATING PATHWAYS FOR STUDENT SUCCESS

*Academic Advising & Student Engagement*

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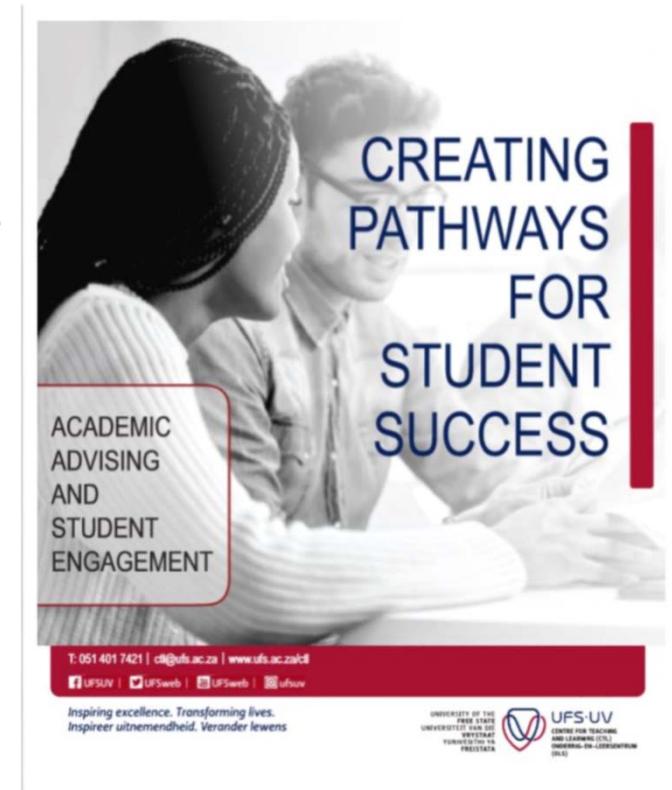
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# OVERVIEW

- What is academic advising and why the fuss?
- Linking advising, engagement and student success
  - Advising and student success
  - Advising and engagement
  - Advising as a High-Impact-Practice
  - Students want advising
  - First-year students and advising
  - Relationships and the quality of advising
- Widening advising platforms



# WHAT IS ACADEMIC ADVISING AND WHY THE FUSS?



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*“...in terms of learning and personal development, what students bring to college is less important than what they do when they get to college.”*

Why the fuss:

- Advisors know their students : students background, aspirations and talents
- Advisors strive for meaningful interactions: through shared responsibility, they help develop, support and participate in students progression
- Advisors help students identify pathways to personal, academic and social success: encourage students to take advantage of the learning and personal opportunities available on campus (connect to resources)

*Advising and student success are a tag team activity*

(Pascarella & Terenzini, 2005)

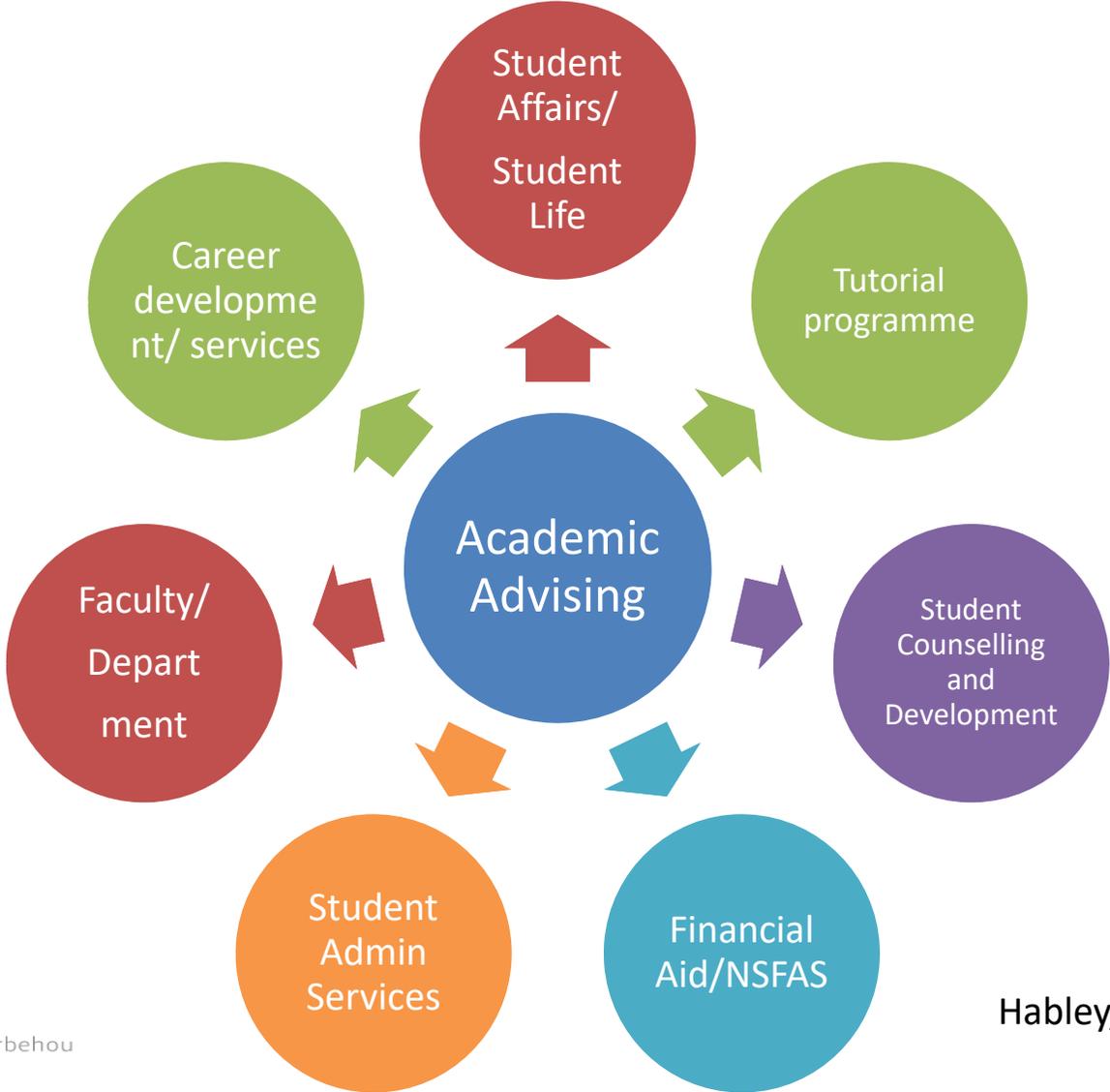
## WHAT IS ACADEMIC ADVISING?

- Exploration of life goals
- Exploration of career goals
- Programme selection
- Module major selection
- Connection to the institution (teaching and learning/lifelong learning)



(O'Banion 1994)

# ADVISING AS THE 'HUB' OF THE WHEEL



# LINKING ADVISING, ENGAGEMENT AND STUDENT SUCCESS

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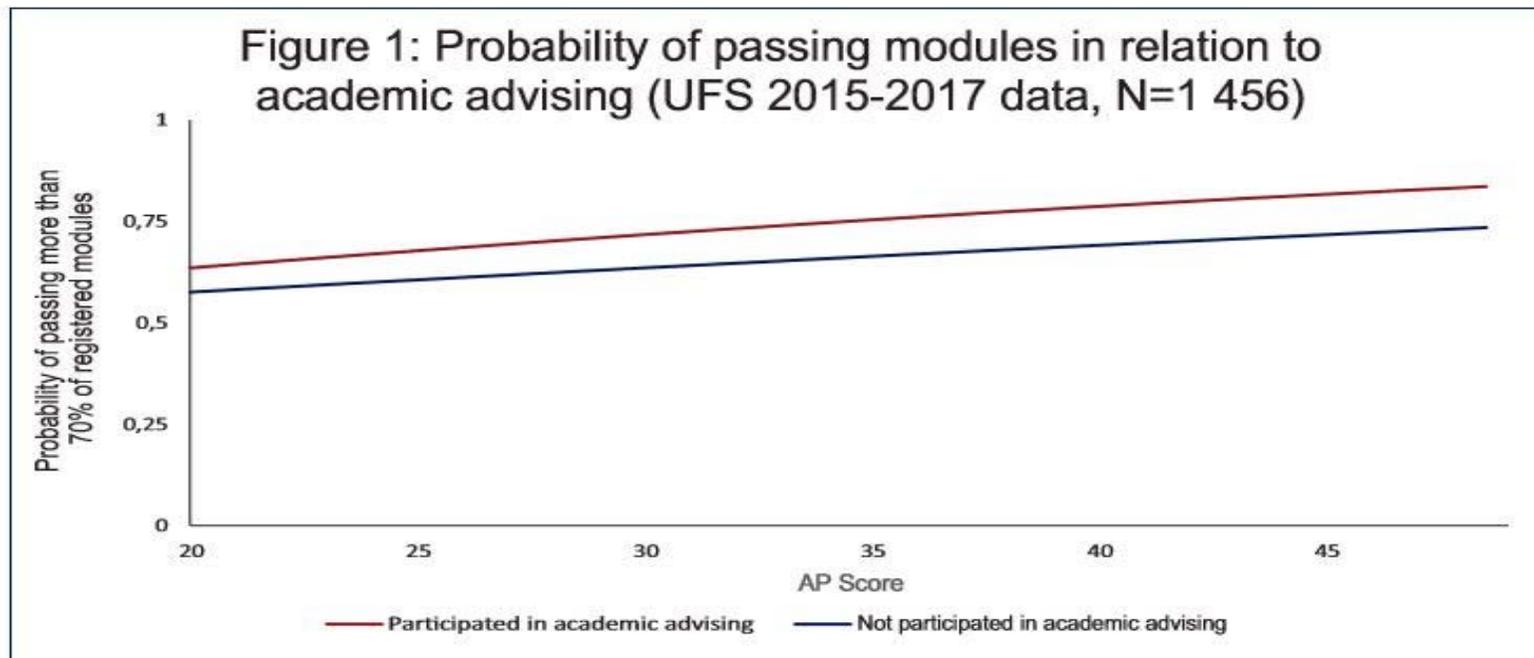
## ADVISING AND STUDENT SUCCESS

“Academic advising needs to take place throughout students' higher education path. Focusing on first-year students and creating a culture of advising would promote a continual process of supporting students' progression and development.”



# ADVISING AND STUDENT SUCCESS

Students who **participate in academic advising** have a **higher probability** of **passing more than 70%** of their modules than those who have not participated in advising.



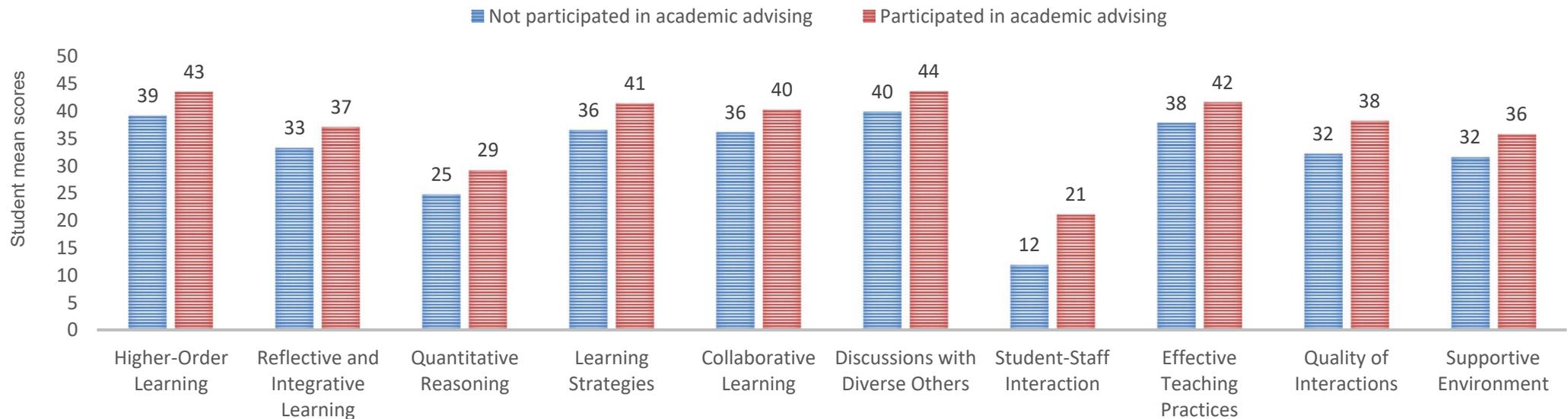
## ADVISING AND STUDENT ENGAGEMENT

- No definite causal relationship between advising and engagement
  - Students who participate in academic advising feel more supported by their institution.
  - More aware of certain skills they develop within and beyond the classroom
  - Participate more in other high-impact-practices
  - Much better relationships with institutional staff and other students

## ADVISING AND STUDENT ENGAGEMENT

Students from both the national and UFS samples who have **participated in academic advising** indicate **higher engagement across all engagement indicators** ( $p \leq 0.00$ )

### STUDENT ENGAGEMENT INDICATORS AND ACADEMIC ADVISING (NATIONAL EXCL. UFS DATA [N=13911])



## ADVISING AS A HIGH-IMPACT-PRACTICE

In the South African context academic advising has been identified as a potential HIP – which relates to a practice or intervention's ability to impact on students' cumulative learning.

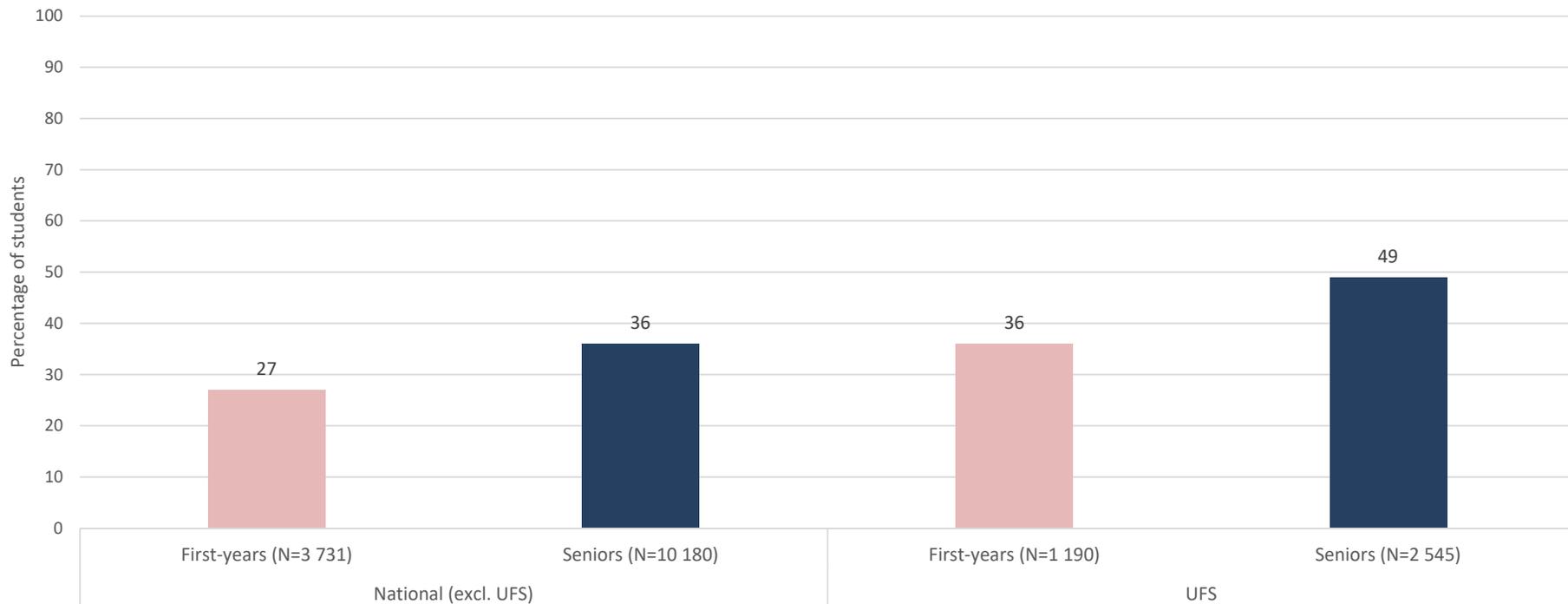


Kuh (2008) explains what makes a practice 'high-impact':

- They demand time and effort from students and staff involved;
- They demand interaction between staff and students as well as between peers over time;
- The more students participate in HIPs, the higher the probability that they will interact with diverse points of view, cultures, etc.;
- Even though structures of HIPs differ, students often get frequent feedback on their participation;
- Participation in HIPs provides students with different perspectives on how and where learning takes place; and
- It can be a life-changing experience for students, particularly related to understanding themselves in relation to others and acquiring valuable learning outcomes (graduate attributes).

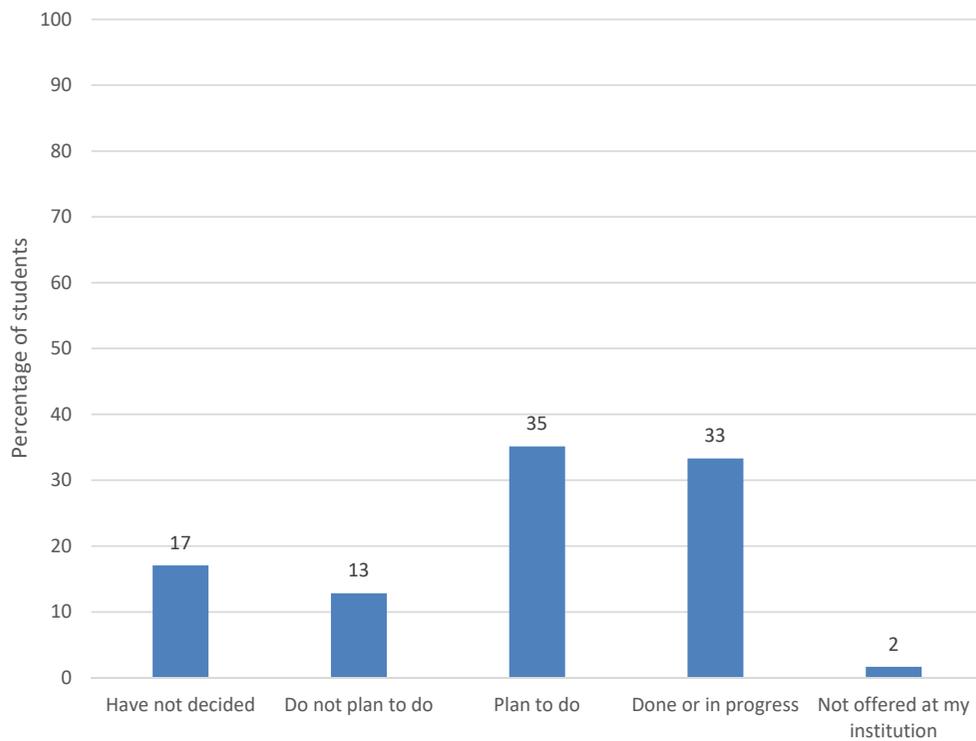
# FIRST-YEAR VS SNR PARTICIPATION IN ADVISING

Nationally and in the UFS sample: Fewer first-year students are participating in academic advising than senior undergraduate students – we need to create a culture of advising across the institution as opposed to being an emergency service.

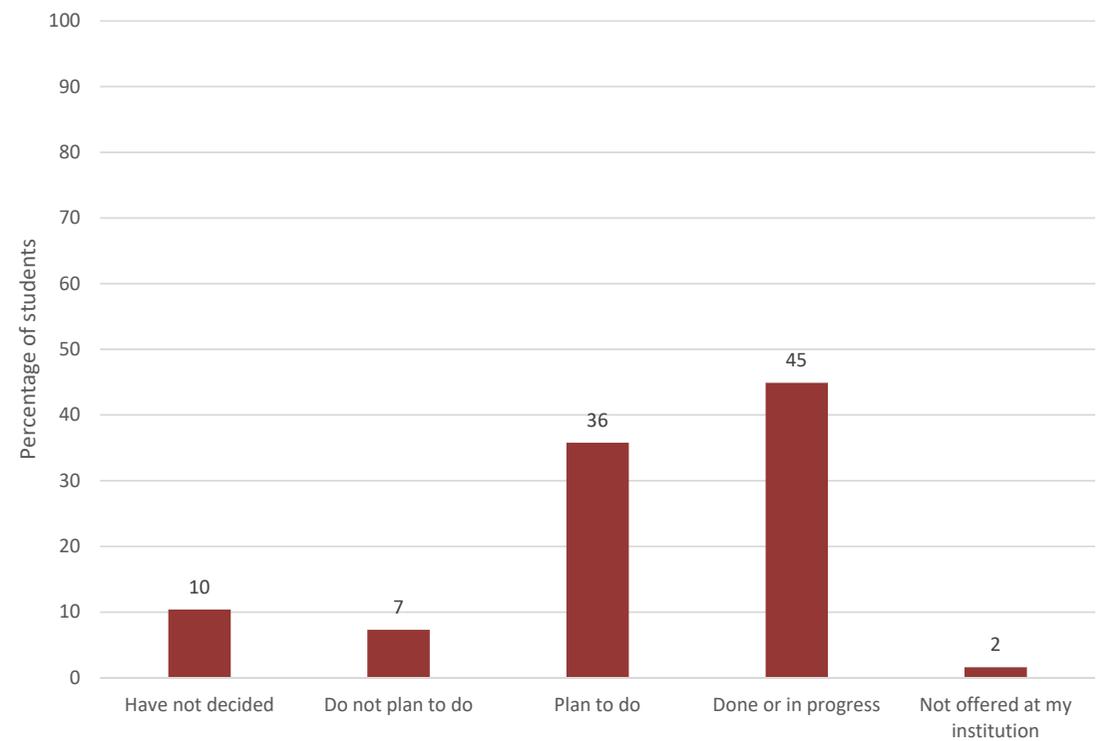


# DOES HAVING AN INTENTIONAL FOCUS ON ADVISING MAKE A DIFFERENCE?

Consult with an academic advisor  
(National data excl. UFS [N=13 911])

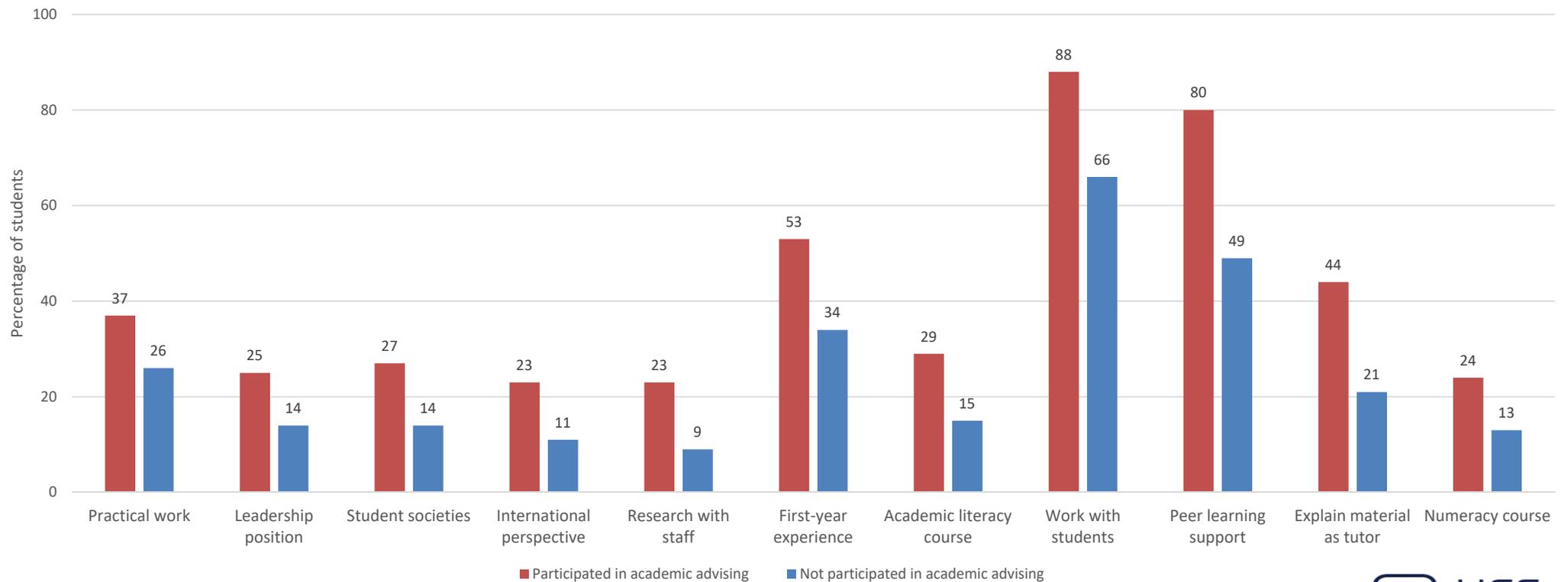


Consult with an academic advisor  
(UFS data [N=3 735])



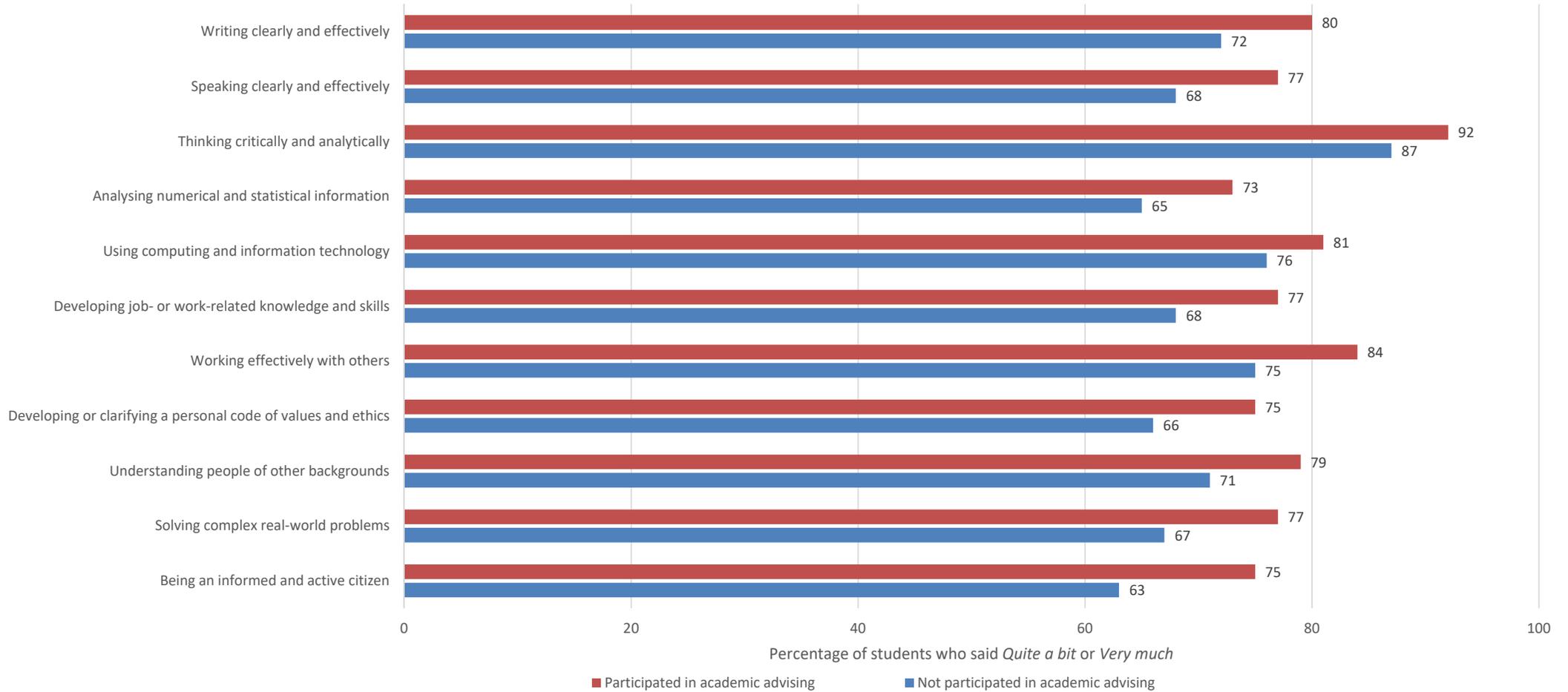
# ADVISING AND OTHER HIGH-IMPACT-PRACTICES

Participation in other high-impact practices  
(National data excl. UFS)



# STUDENTS' PERCEIVED GAINS FROM PARTICIPATING IN ACADEMIC ADVISING

(National data excl. UFS)



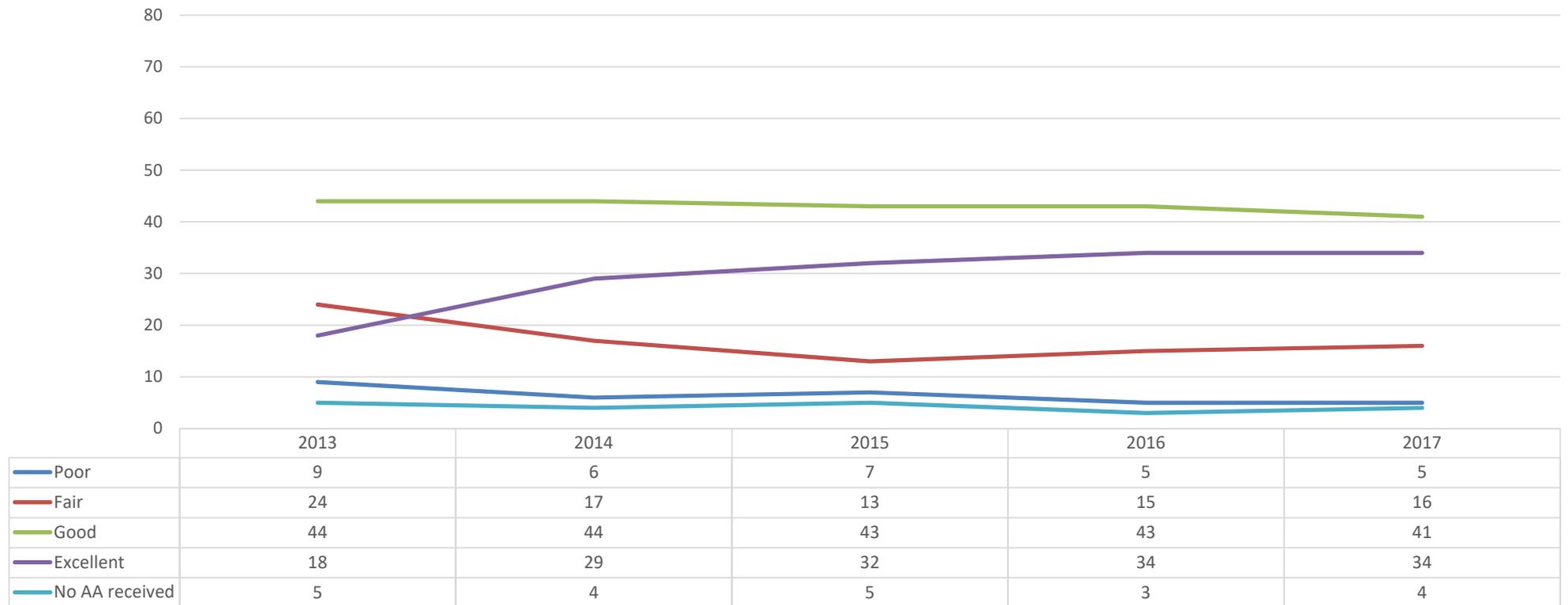
## STUDENTS' VOICE

Students are starting to see the gains of participating in academic advising – as institutions we need to ensure we are able to reach out to students and provide the necessary help/guidance.

- **Student 1:** *That the advisors actually cared about you personally and your well-being and not only about you just being another student studying at the UFS who pays tuition fees.*
- **Student 2:** *The advisor was friendly, warm and approachable. I value their true interest in me as a human most.*
- **Student 3:** *I valued the fact that the academic advisors where knowledgeable about all the departments within the faculty and therefore they could adequately answer all my questions and give me direction where needed. I further valued the fact that the advisors were patient and kind, even though they may have encountered difficult students. Lastly, I appreciated their willingness to assist me to the best of their ability and going the extra mile to assist me with any queries that I may have had.*
- **Student 4:** *The honesty and the sincere attention I was given. I also value how much knowledge the advisers had and how they wanted to assist me in having the same knowledge*

# QUALITY OF ADVISING OVER TIME

Through intentional monitoring of academic advising practices at the UFS – there is evidence of reported improvements in the quality of advising over time (2013 – 2017)



# WIDENING ADVISING PLATFORMS

Student participation in differentiated advising initiatives

2016	
Academic Advising Initiative	Number of students
Face-to-face with CTL advisors	216
Online advising interaction	25
Wired-In-Navigating-Graduation-Success (WINGS)	147
UFS101	6289
ResLife collaboration	147
Postgrad student workshops	22

2017	
Academic Advising Initiative	Number of students
Face-to-face with CTL advisors	345
Online advising interaction	589
Wired-In-Navigating-Graduation-Success (WINGS)	116
UFS101	5800
ResLife collaboration	251
NAS faculty workshops	526
Star of Stars (UFS Marketing Collaboration)	11

**Examples of best practice:**

Nudging:

- Student tracking
- Caseload management
- SMS
- Email

# WIDENING ADVISING PLATFORMS: TECHNOLOGY

“Technology only complements academic advising to impact student success when it is used as a tool to achieve a Student Learning Outcome.”  
(Larson 2011)

Academic Advising at Kovies  
Contact an Advisor  
Online Discussion Board  
My Advising  
Careers  
Academic Programme Information  
Year Program  
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**ACADEMIC ADVISING**

- Understanding applicable rules and regulations
- Tracking personal, academic and career goals/aspirations
- Exam preparation
- Financial management
- Application for selection programmes

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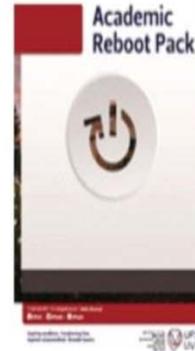
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# WIDENING ADVISING PLATFORMS



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# INTEGRATED ADVISING REDESIGN



*Advising is thought to be most effective in terms of promoting student success when integrated into academic support services – Kramer & Associates, 2003.*

# UFS ACADEMIC ADVISOR DIFFERENTIATION

- 1** All peer leaders recognized by the institution (primary role = **referral**)
- 2** Student support services (i.e. WriteSite consultants, Student Affairs, SCD –)
- 3** Student Admin Services/Student Service Centre (**student queries/records**)
- 4** Faculties (managers & advisors)– primary role is to conduct **curriculum advice** and apply institutional/faculty rules and regulations
- 5** Academic advisors– provide **general student success coaching/mentoring** and **apply** institutional/faculty **rules** and regulations/progression that **promote success**



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