

# Developmental Advising As Promoting Student Success

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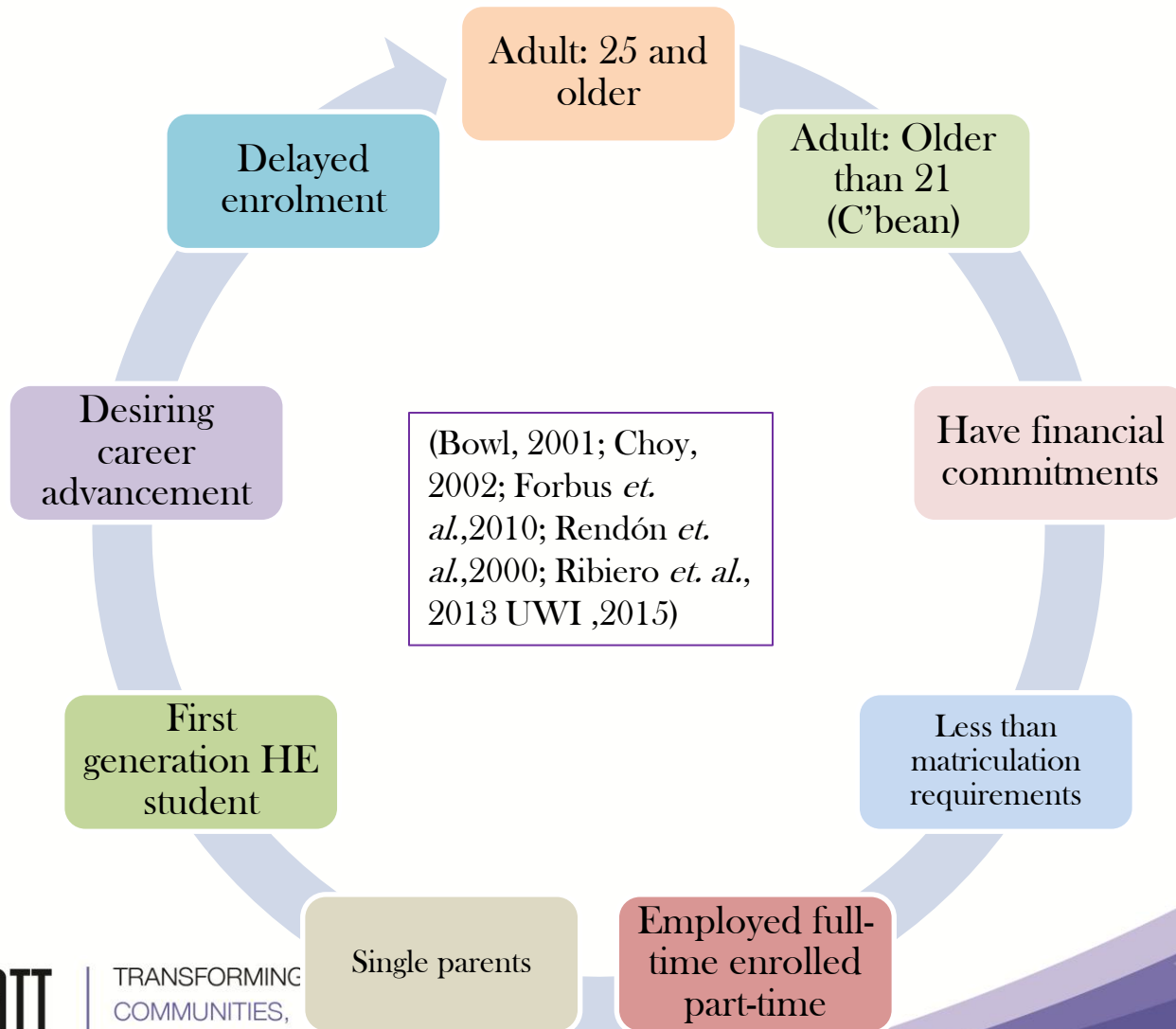


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# Preview

- Exploration of data on students accessing developmental advising service offered through **COMPASS Centre**
  - Background:
    - Non-traditional student
    - Challenges faced by non-traditional student
    - Developmental advising
    - Developmental advising at **COSTAATT-Adherence to Best Practice**
    - Benefits of developmental advising
  - Study:
    - Methodology
    - Finding-Characteristics
    - Finding-Academic performance

# Defining Non-Traditional College Students



# Challenges Faced by Non-Traditional Students

## Situational

- Difficulty balancing school, home, work
- Time limitations
- Financial stress
- Lack of support from bosses and co-workers in scheduling classes

## Institutional

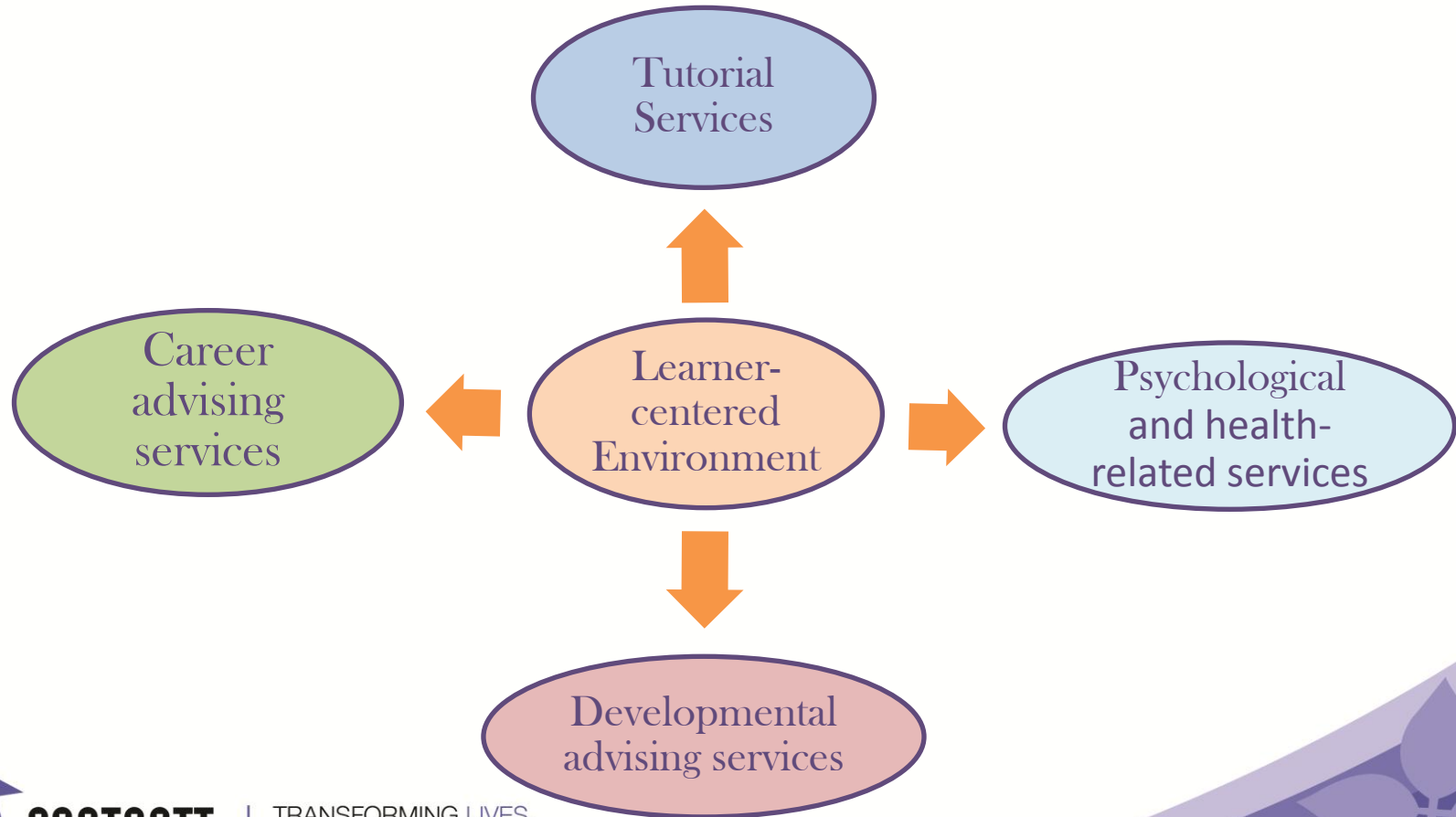
- Unaware of available academic resources and college information; limited use of college resources
- Less likely to be involved in campus life

## Attitudinal

- Unresolved educational inhibitions
- Insecure about academic abilities
- High anxiety levels

(Bowl, 2001; Forbus, *et al*, 2010; Fragoso *et. al.*, 2013; Hyland & Groen, 2011)

# Supporting Non-traditional Students



# Defining Developmental Advising

“Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students’ educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.”

(NACADA 2006. Accessed from

<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>).



# Defining Developmental Advising: Requirements

Fostering an on-going collaborative relationship between advisor and student

Facilitating students' awareness of their values, personal characteristics, and needs

Emphasising students' goal setting, problem solving, and educational planning

Considering the whole student in promoting and supporting student retention and academic success and embracing student development theory

Grites, 2013; Hollis, 2009

# Developmental Advising at COSTAATT

- The developmental advising service one of the measures provided at COSTAATT to assist students in managing HE demands.
- Term “Developmental Advisor” introduced to COSTAATT with the launch of the COMPASS Programme in 2009.



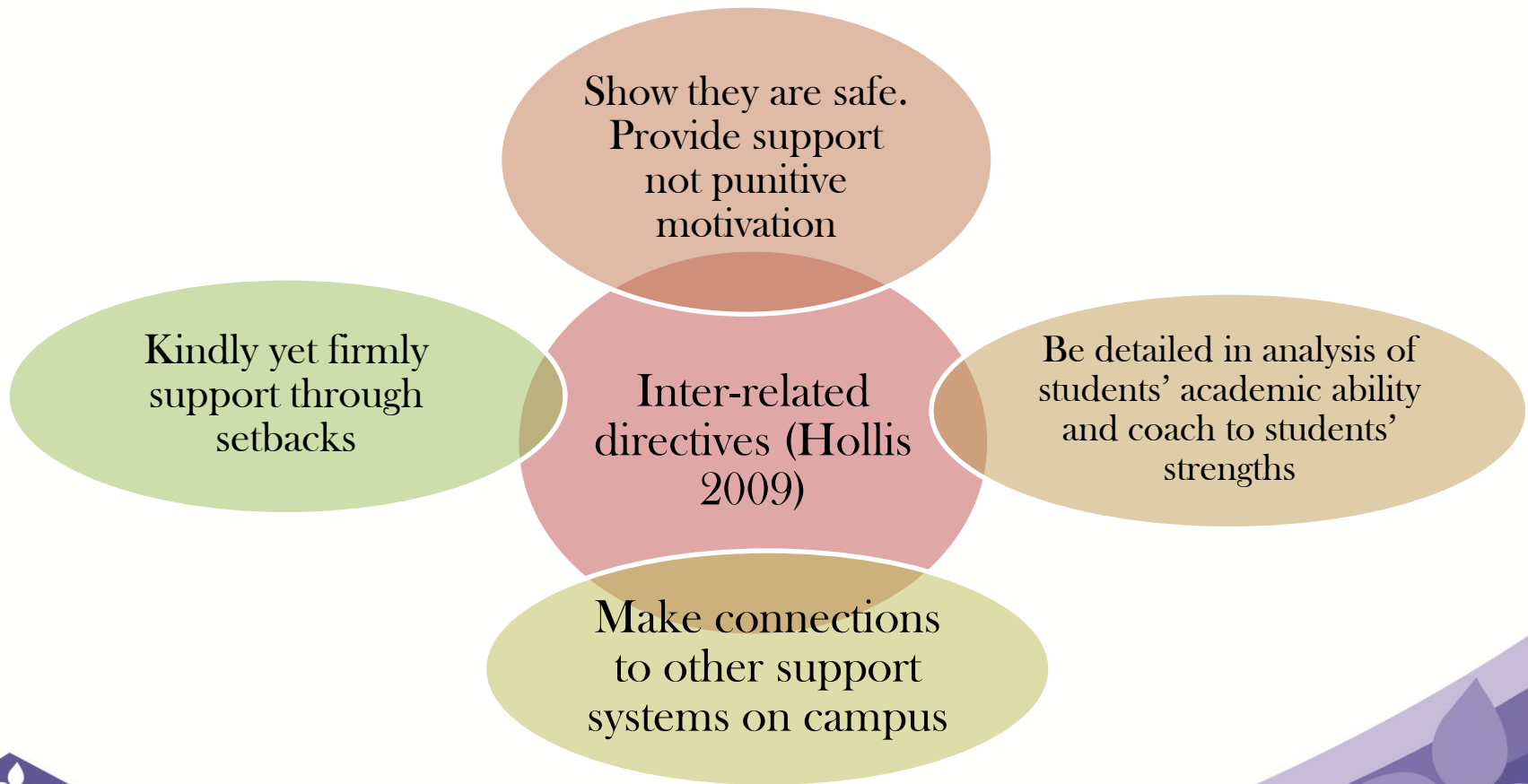


# COSTAATT's Developmental Advisors

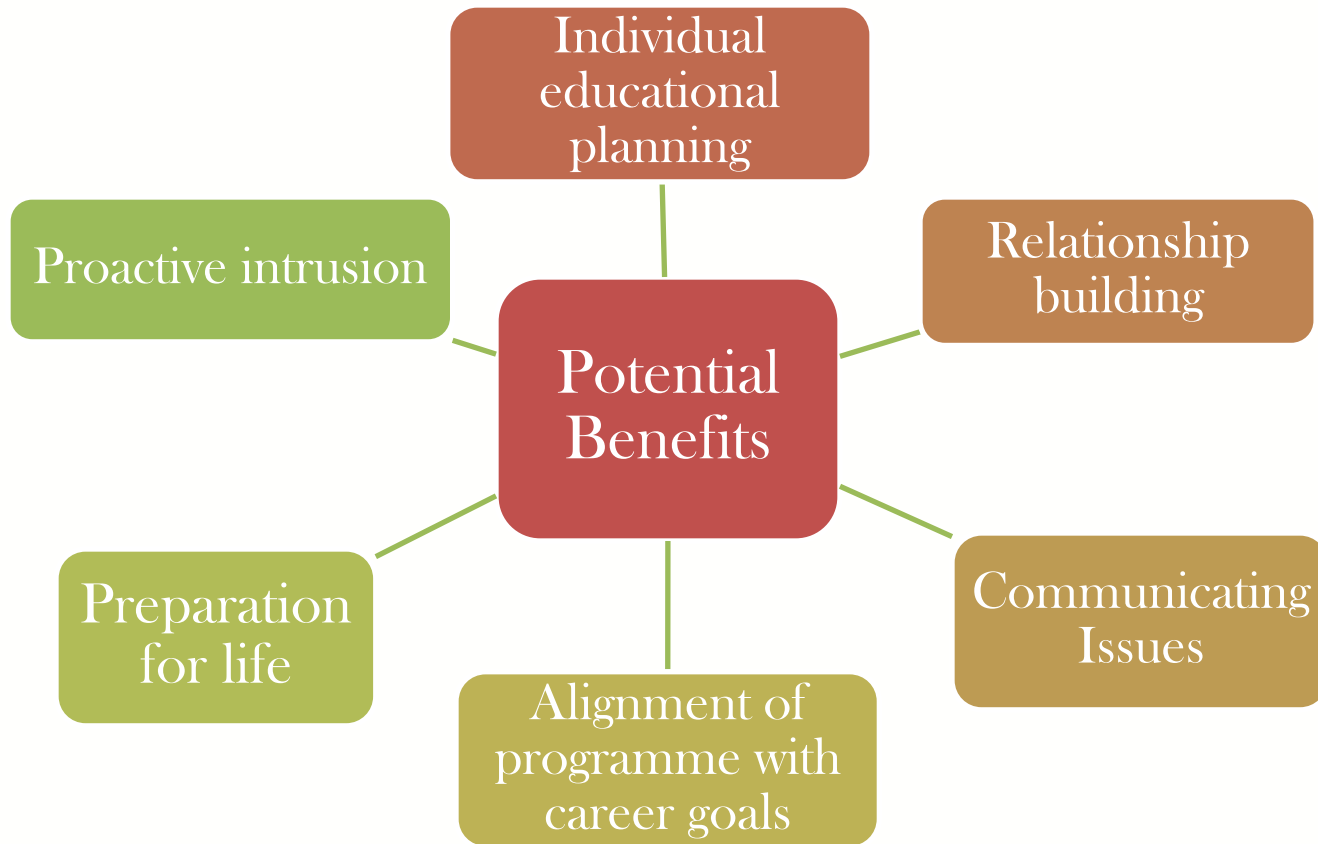
- Role of Developmental Advisor:
  - At the beginning, catering to psychosocial needs peculiar to under-prepared students; providing academic advising per curricular offerings of the COMPASS Programme.
  - Now expanded to include inculcating life and coping skills in students at the College who are at risk of academic failure and losing GATE support.



# Developmental Advising at COSTAATT



# Potential Benefits of Developmental Advising



(Creamer & Creamer, 1994; Fairchild, 2003; Grites, 2013; Habley, 2010; Schwebel, *et. al.* 2012; Tinto, 2006.)

# Methodology

- **Previous study:** student comments on the developmental advising experience in a 2012 study suggested that the service fostered students' self-efficacy and provided positive affect on students' psychosocial well being (Farrell, 2012).
- **Aims:**
  - Define common characteristics of the students accessing the service.
  - Examine students' academic performances after accessing the service.

# Methodology

- Qualitative data from First Student Interview(FSI)
- Quantitative data: GPAs for the period January, 2013 to December, 2014 of purposive sample— 75 students with GPAs below 2.0 who, from Jan., 2013 to Dec., 2014 :
  - accessed the service
  - registered for the six consecutive semesters of the period under study

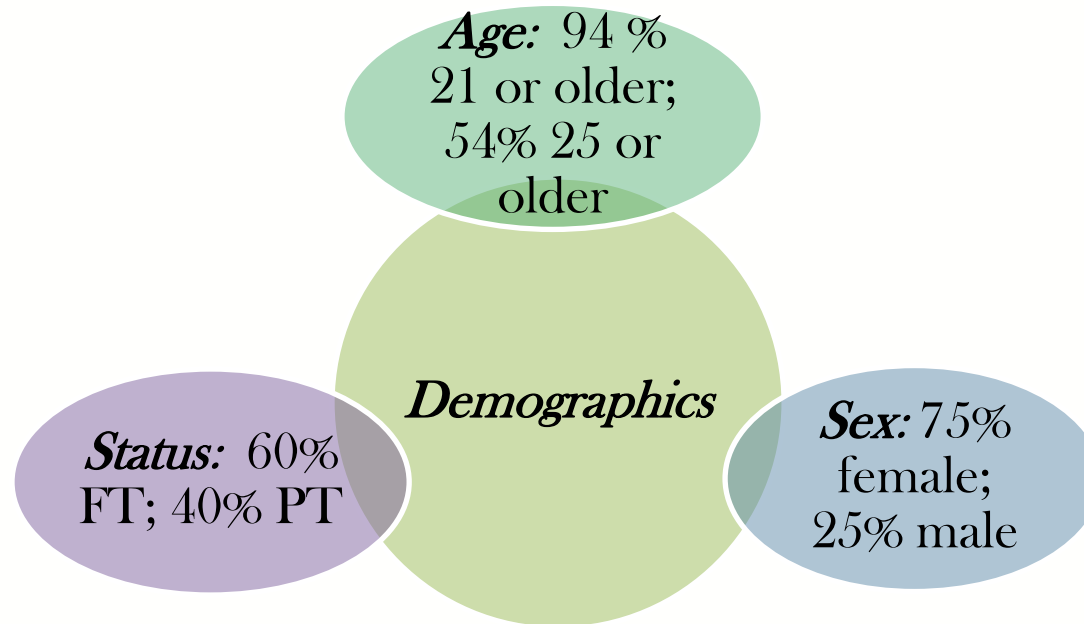


# Methodology(cont'd)

- Data analysis:
  - Quantitative data subjected to inferential analysis using SPSS.
  - repeated measures ANOVA test was run on the mean GPAs of students, to determine if there were significant differences.
- Limitation -all areas of the FSI may not be completed since
  - primacy placed on addressing advisee's concerns.
  - sometimes advisors may opt to postpone completion of the instrument for a future date when the situation may be more amenable.



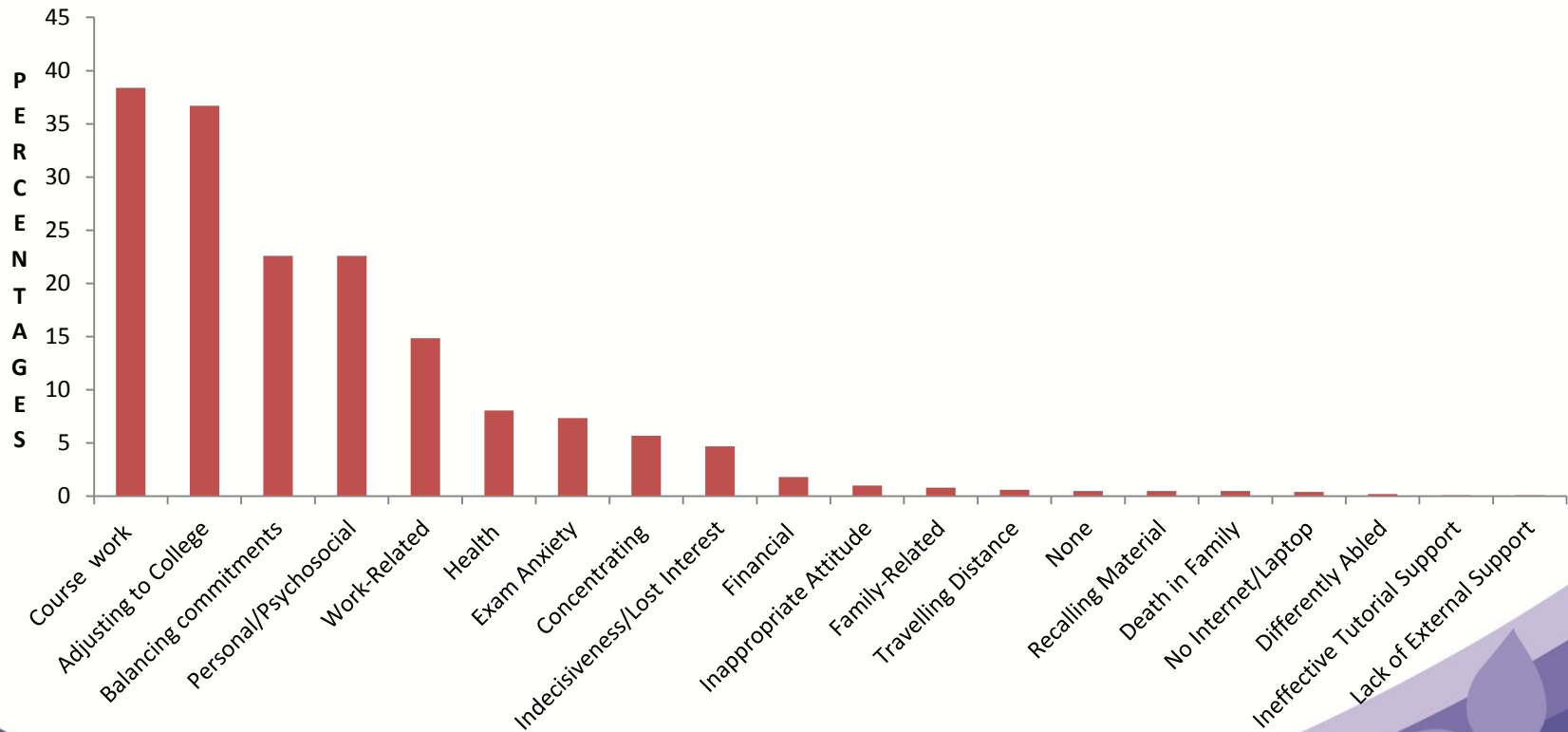
# Findings-Student Characteristics



**821** students earning GPAs below 2.0 accessed the COMPASS Centre's developmental advising service from January, 2013 to December, 2014

# Findings-Challenges Presented On First Visit

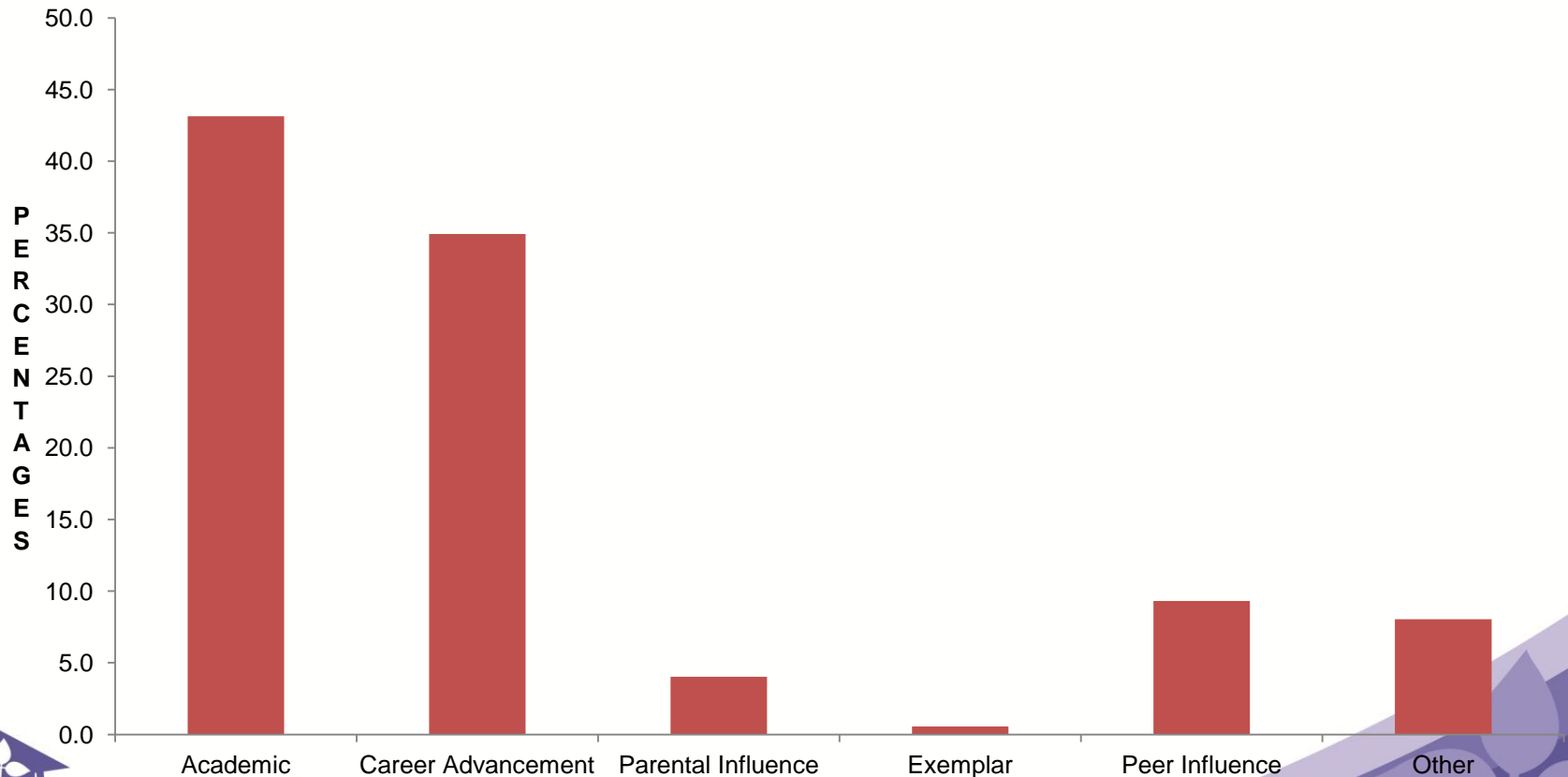
Figure 2-Challenges Presented on First Visit



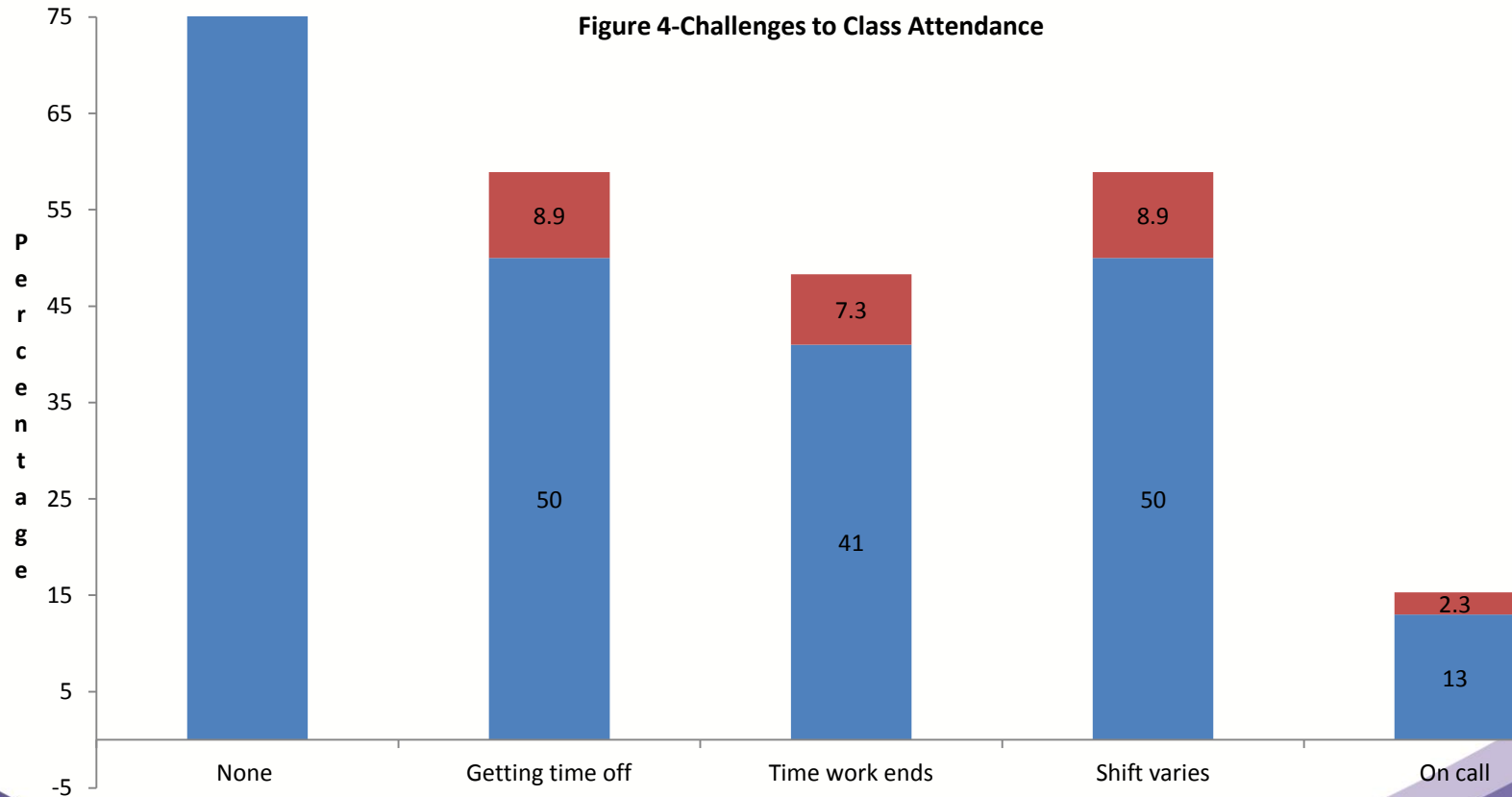


# Reasons for Attending COSTAATT

Figure 3-Reasons for Attending COSTAATT

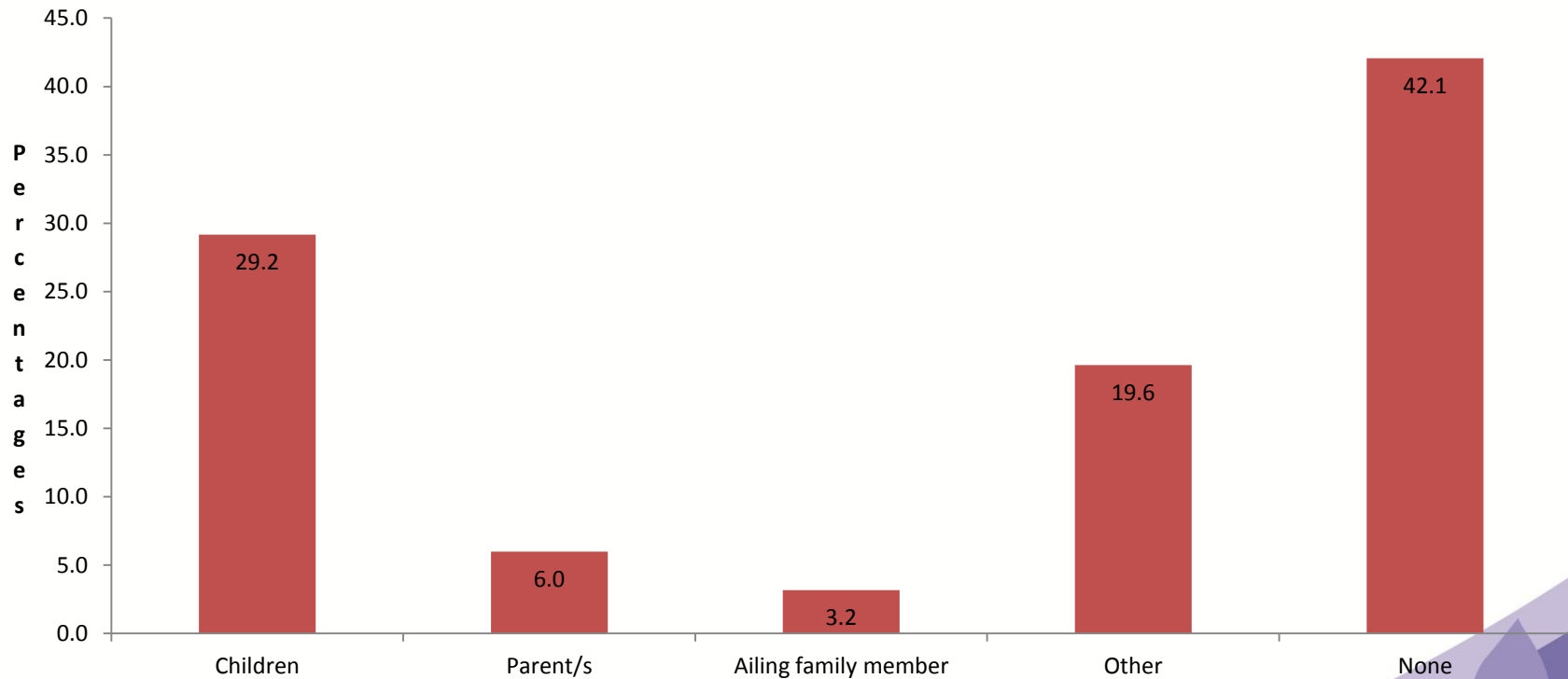


# Challenges to Class Attendance



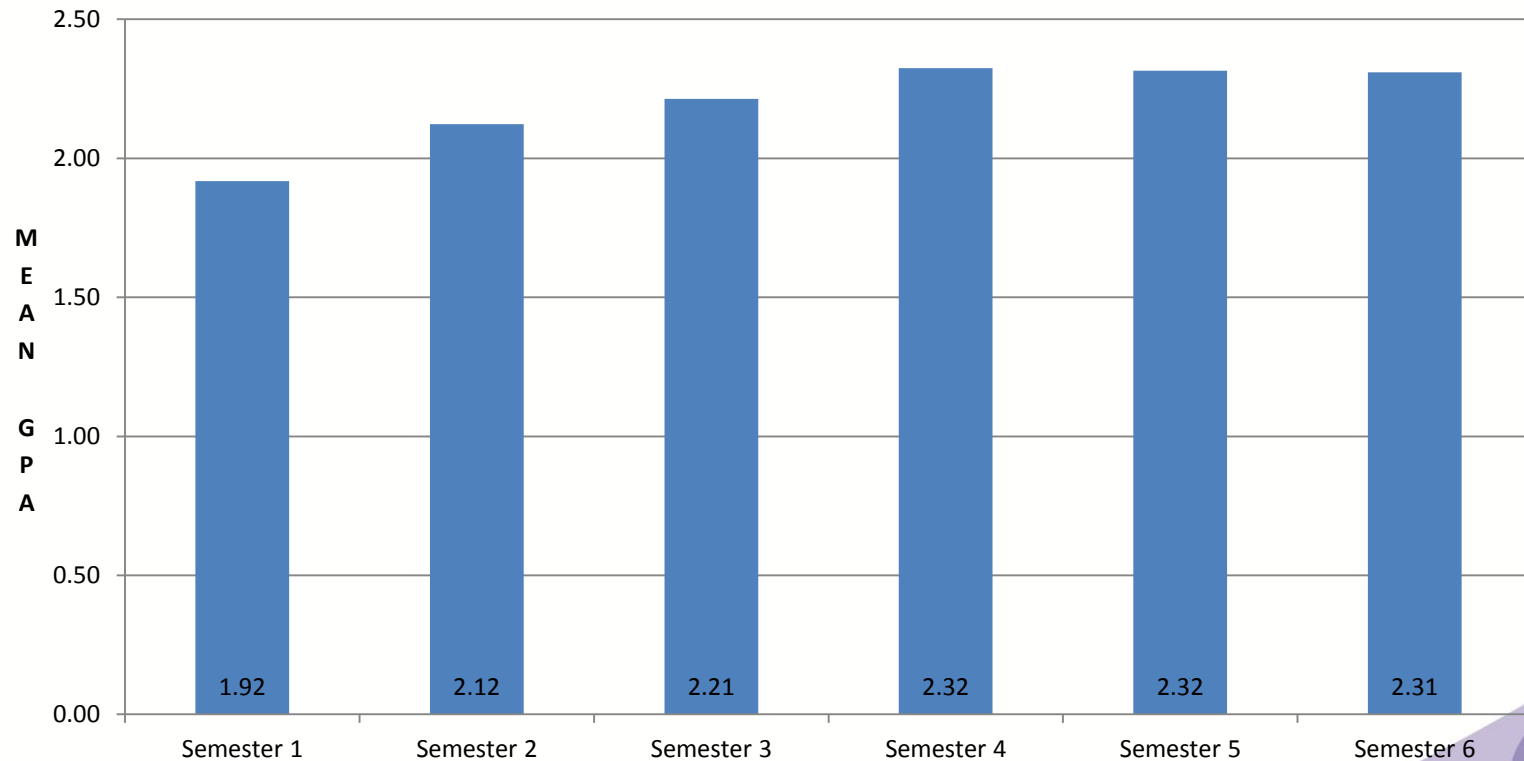
# Dependants

Figure 5-Dependants



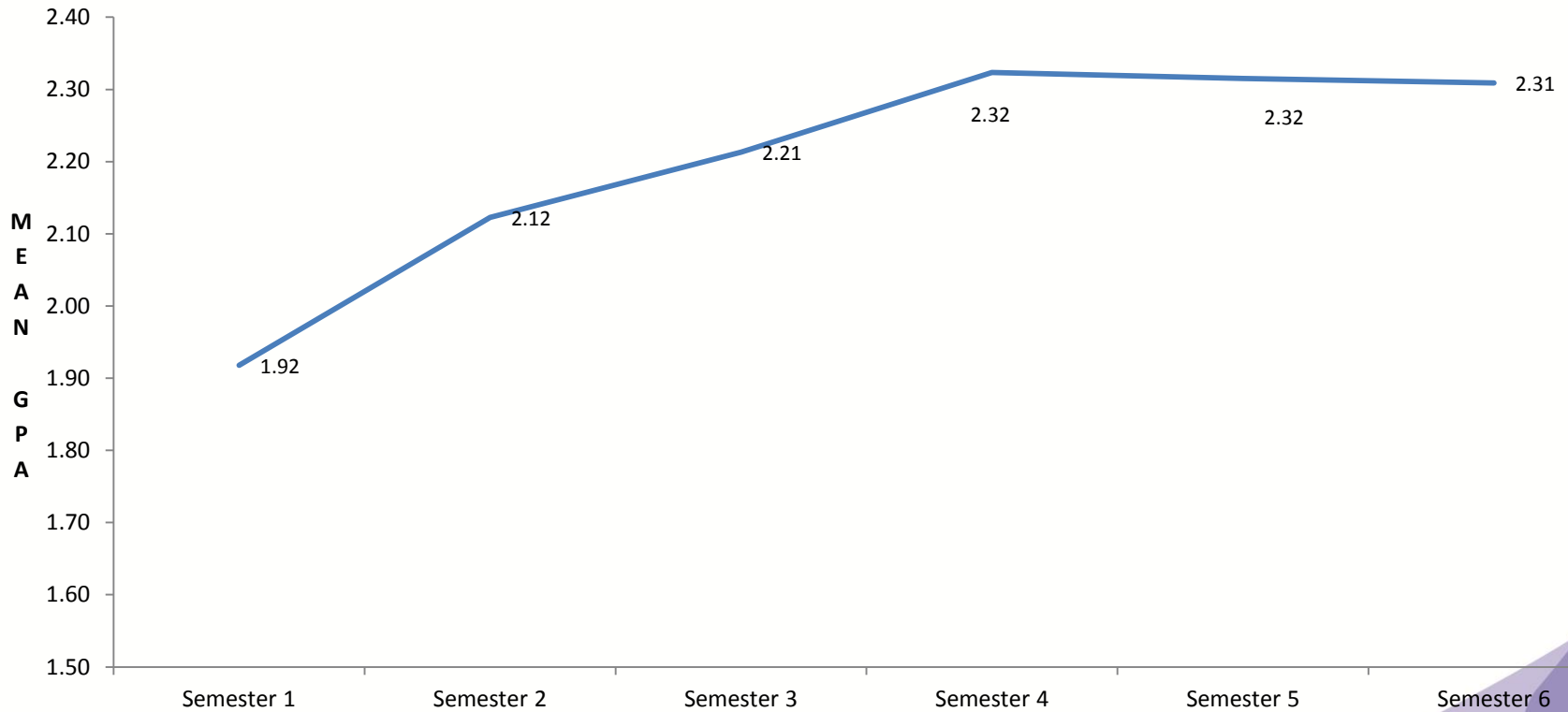
# Academic Performances Post Developmental Advising

Figure 6: Mean GPAs by Semester



# Mean G.P.A. By Semester

Figure 7: Mean GPAs by Semester



# Discussion

- **Non-traditional.** Evidence suggests students with GPAs below 2.0, who accessed our service from Jan., 2013 to Dec., 2014 satisfy one or more of the characteristics of non-traditional students.
- **Increased GPA.** Results of repeated measures ANOVA showed statistical significance -overall mean GPA of students increased from 1.92 at end of semester 1 to 2.32 in semester 4, and remained fairly constant in the last three semesters.

# Discussion

- **Possible reasons.** While there may be other determining factors, it is possible students' improved GPA may be as a result of developmental advising:
  - The *personalised interventions* which characterise developmental advising; Fairchild (2003) and Hollis (2009) perceive having a caring person to turn to for advice as a positive factor in students' academic success.
  - *Goal setting, time management and study skills* interventions were possibly highly amenable to a population largely more prone to using these strategies than their traditional peers (Forbus, *et al.*, 2010).
  - This group would be more likely to *value contact with faculty* (Forbus, *et al.*, 2010).

# The Way Forward

- **Room for improvement.**
  - more developmental advisors to increase access of eligible students to more support;
  - closer collaboration between developmental advisors and faculty in supporting individual students' learning
  - a greater college-wide application of the principles and practices of developmental advising.



# The Way Forward

- **Future study and supporting measures:**
  - Collection of data (including academic performance, demographic factors and attrition) allowing for more extensive longitudinal analysis of effects of the service on student performance
  - The relationship between frequency of students' visits and academic success;
  - Monitoring of levels of attrition;
  - Improvement of the FSI as a data gathering instrument to identify: first generation students, socio economic status and family support.



College of Science, Technology &  
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