A sharing on academic advising

Briefing Session for Academic Advisors

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Content

1. Level 1 advising

2. BBA (broad-based admission)

3. Level 2 advising

4. A case from Pharmacy: incorporating academic advising into the formal curriculum

1. Level 1 advising

Getting students to see you:

- Start with group meeting

- Don't be disappointed if students do not respond

- Find a student to help you (e.g. to arrange group meeting)

- Observe data privacy

- Mix students of all levels

In group meetings (lunch):

- "Create an atmosphere of support" (McCusker & Osterlund, 1979)

- "Provide students with access to information" (Orozco, Alvarez, Gutkin, 2010)

- Ask each student to chair the discussion in turn

- Provide students (without problem) with the flexibility of coming (or not coming) back

McCusker

Orozco

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2. BBA Admission

- Design a major declaration scheme that will not label less-able students

- Students may have interest to take only major courses directly related to their preferred majors but not the Faculty Package

- "Creating a partnership between advisers and core curriculum faculty helps students make sense of their first year experience and relate it to the overall education goals" (Steingass & Kykes, 2008)

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3. Level 2 advising

- "One-size-fits-all approach to advising is not the most effective way to serve the diverse students" (Steingass & Kykes, 2008)

- Make students "feeling accepted with respect to their history and past experience" (Orozco, Alvarex, Gutkin, 2010)

- "Must take into consideration their cultural diversity and unique needs" (Charles & Stewart, 1991)

Steingass

Orozco

Charles

- "Loneliness, homesickness, language difficulty, discrimination, financial problems, and depression are just some of the adjustment problems experienced by many international students (Charles & Stewart 1991)

- At certain point, it is necessary to withdraw and seek help from departments and professionals

Charles

4. Incorporating advising into curriculum

- A case identified from the recent Light Programme Review

- A new course PHAR1004 "Personal Development in Pharmacy"

  - Students to plan and reflect upon their learning experiences and how they contribute to their personal and professional growth

  - Using ePortfolio

  - Students will be monitored and supported by teachers appointed as their personal mentors

  - Before graduation: students show case their learning path by a brief presentation

Task nature	Description	Weight
Education Action Plan	Students will assess their learning needs and make plans to meet their learning objectives.	20%
Year-end Programme Summary	Students will provide a summary on the courses taken during the year and discuss how their knowledge, skills and values in the respective outcome domains have been enhanced.	20%
Continuing Education (CE) Log & Learning Activity Worksheet	Students will document the learning activities occurred outside of the school. For each CE activity documented, the student will reflect on the activity and its value to his/her learning.	20%
Professional Profile	Students will maintain and continually update their professional profiles by recording relevant activities and work/volunteer experience. This document can serve as a basis for a resume or CV.	20%
Final Presentation and/or Group Sharing	Students will show-case their learning path/journey before graduation by a brief presentation and/or group sharing. Ideas on a future career path may be discussed.	20%

Acknowledgement: School of Pharmacy

- Encourage students to take responsibility
- Give credits to teachers

Reference

A preliminary
literature search

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Final Remarks

- A very demanding and important job
- "Student satisfaction with academic advising is an important part of a successful college experience" (Hale, Graham, Johnson 2009)

Hale

The End

Thank You Very Much

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