ADVISING 2020

Advising 2020 is a new academic advising model that integrates self exploration, career development, experience learning and engagement into an academic plan.

SELF EXPLORATION
Students reflect to develop an understanding of self to include strengths, interests, and values.

CAREER EXPLORATION
Students begin with career exploration and continue into career preparation.

ACADEMIC PLAN
Supports students in selecting a major and developing an engaged academic plan that aligns with strengths, aspirations, and abilities.

EXPERIENCE LEARNING
Students integrate co-curricular, experience learning, and leadership opportunities to support development (professional and academic) and engagement in the discipline.
**SELF EXPLORATION**

Students develop an understanding of self to include strengths, interests, and values

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Intended Outcomes</td>
<td>Students will know how to...</td>
</tr>
<tr>
<td></td>
<td>• Identify and articulate their values, strengths, and interests and how</td>
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<td></td>
<td>these factor into decisions</td>
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<td></td>
<td>• Incorporate values, strengths, and interests in academic and career</td>
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<td></td>
<td>discussions</td>
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<td></td>
<td>• Reflect to make meaning of their experiences</td>
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<td></td>
<td>• Be open to exploring and honest self-assessment</td>
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<td></td>
<td>• Focus on strengths and how they relate to a future career</td>
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## SELF EXPLORATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Role of Advisor</strong></td>
<td>Advisors will...</td>
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<tr>
<td></td>
<td>• Assist students in exploring and developing their goals, interests, strengths, and values through positive, open-ended questions</td>
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<td></td>
<td>• Discuss the relationship between students’ strengths, interests, values and the General Education Curriculum</td>
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<td></td>
<td>• Refer students to resources, assessments, and experiences to increase self-knowledge</td>
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<td></td>
<td>• Guide students through personal reflection process to make meaning of experiences</td>
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<tr>
<td></td>
<td>• Ask students to articulate strengths, aspirations, values, interests</td>
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<tr>
<td><strong>Role of Student</strong></td>
<td>Students will...</td>
</tr>
<tr>
<td></td>
<td>• Seek out opportunities to help define their personal values</td>
</tr>
<tr>
<td></td>
<td>• Explore opportunities within general education that align with their interests and strengths</td>
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<tr>
<td></td>
<td>• Develop the necessary skills to personally reflect to make meaning of their experiences</td>
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<tr>
<td></td>
<td>• Understand their strengths and their opportunities for growth</td>
</tr>
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<td></td>
<td>• Be open to exploration (career and academic)</td>
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## CAREER EXPLORATION

Students begin career exploration and continue into career preparation

<table>
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<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Intended Objectives/Outcomes</strong></td>
<td>Students will know how to…</td>
</tr>
<tr>
<td></td>
<td>• Develop strategic career action plans</td>
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<tr>
<td></td>
<td>• Articulate the relationship between academic plans and career goals</td>
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<tr>
<td></td>
<td>• Research career fields – investigate first then specify a job focus</td>
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<tr>
<td></td>
<td>• Articulate their values and expectations for future plans – realities of career qualifications, job responsibilities, salaries</td>
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<tr>
<td></td>
<td>• Prepared to enter the workforce and understand issues in their field</td>
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## CAREER EXPLORATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</table>
| **Role of Advisor** | Advisors will...  
• Help students make the connection between academic plans and knowledge/skill development  
• Co-create a career-exploration plan with the student  
• Encourage skill development, knowledge acquisition and career exploration through General Education courses and Experience Learning  
• Refer to CCD and introduce to alumni career exploration database  
• Refer to campus, online, and discipline specific resources  
• Help connect students with experts in the field and build connections with faculty in the disciplines |
| **Role of Student** | Students will...  
• Develop evolving career action plans beginning in their first year, updating through their final year (what are the goals, where are the gaps)  
• Create academic plans focusing on knowledge and skill development  
• Explore career themes vs. specific titles  
• Explore careers in first-year and general education courses  
• Utilize a repository of online tools to support exploration  
• Engage with CCD and career exploration opportunities (major, career fairs, Hire a Vol, career assessment) |
EXPERIENCE LEARNING

Helps students to identify co-curricular, experience learning, and leadership opportunities to support development (professional and academic) and engagement in the discipline

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Intended Objectives/ Outcomes</td>
<td>Students will know how to…</td>
</tr>
<tr>
<td></td>
<td>• Explore experiential learning opportunities</td>
</tr>
<tr>
<td></td>
<td>• Clarify, confirm, and refine career and educational goals</td>
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<tr>
<td></td>
<td>• Connect academic learning to real world applications through engagement in the discipline</td>
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<td></td>
<td>• Reflect to make meaning of experiences</td>
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<tr>
<td></td>
<td>• Connect the importance of EL to academic planning</td>
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## EXPERIENCE LEARNING

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Role of Advisor</strong></td>
<td>Advisors will...</td>
</tr>
<tr>
<td></td>
<td>• Introduce students to experience learning opportunities (websites, offices, courses, etc.)</td>
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<tr>
<td></td>
<td>• Introduce students to what experience learning is, how they can engage in it, and why/how it is meaningful</td>
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<td></td>
<td>• Help students identify areas of interest</td>
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<tr>
<td></td>
<td>• Help students understand how classes connect to goals</td>
</tr>
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<td></td>
<td>• Understand tags in the catalog (S/R) to help guide students</td>
</tr>
<tr>
<td><strong>Role of Student</strong></td>
<td>Students will...</td>
</tr>
<tr>
<td></td>
<td>• Reflect on their experiences as part of the EL coursework</td>
</tr>
<tr>
<td></td>
<td>• Improve understanding of course materials and how they relate to lived experience</td>
</tr>
<tr>
<td></td>
<td>• Take a holistic approach to learning through experience</td>
</tr>
<tr>
<td></td>
<td>• Prepare for career or graduate school using EL</td>
</tr>
<tr>
<td></td>
<td>• Explore careers through EL courses and experiences</td>
</tr>
<tr>
<td></td>
<td>• Find opportunities to develop mentors in desired career areas</td>
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# ACADEMIC PLAN

Supports students in selecting a major and developing an engaged academic plan that aligns with strengths, aspirations and abilities

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
</table>
| **Intended Objectives/Outcomes** | Students will know how to…  
  • Integrate the advising model with student role  
  • Explore majors and careers of interests through General Education  
  • Evaluate academic expectations in selected areas of interest  
  • Communicate, value, and understand approaching academic planning from a holistic perspective  
  • Communicate their career/ self goals  
  • Integrate their career/self exploration goals into a plan  
  • Articulate why they are pursuing a major  
  • Engage with faculty in their discipline in order to develop a plan that aligns with their career and academic goals |
# ACADEMIC PLAN

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<tr>
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<tbody>
<tr>
<td>Role of Advisor</td>
<td>Advisors will...</td>
</tr>
<tr>
<td></td>
<td>• Facilitate exploration of curriculum, majors and careers</td>
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<tr>
<td></td>
<td>• Co-create academic plans based on student feedback</td>
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<tr>
<td></td>
<td>• Remind students of policies/requirements</td>
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<td></td>
<td>• Provide students with tools to make decisions</td>
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<td></td>
<td>• Help students create an engaged academic plan that meets their academic and career goals</td>
</tr>
<tr>
<td>Role of Student</td>
<td>Students will...</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate that they have explored majors, programs, careers</td>
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<tr>
<td></td>
<td>• Be intentional when selecting concentrations, electives</td>
</tr>
<tr>
<td></td>
<td>• Reflect on interests, self and experiences and take courses that align</td>
</tr>
<tr>
<td></td>
<td>• Meet regularly with academic advisor</td>
</tr>
<tr>
<td></td>
<td>• Take responsibility for course selection and planning</td>
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</tbody>
</table>
EMERGING COMMON THEMES

• Connect academic plan and general education to broader goals (values, knowledge acquisition, skill development)

• Integrate academic plans with career exploration and experiences

• Reflection to make meaning of learning and experiences

• Co-create (student and advisor) an engaged academic plan

• Self-authorship
ADVISING: The Volunteer Experience

CONCEPTUAL FRAMEWORKS

THE UNIVERSITY OF TENNESSEE
KNOXVILLE
EMERGING COMMON THEMES

• Connect academic plan and general education to broader goals (values, knowledge acquisition, skill development)

• Integrate academic plans with career exploration and experiences

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• Co-create (student and advisor) an engaged academic plan

• Self-authorship
Advisor Professional Development
NACADA

Framework

• Conceptual: Provides the context for the delivery of academic advising

• Informational: Provides the substance of academic advising – the knowledge

• Relational: Provides the skills that enable academic advisors to convey the concepts and information to their advisees
Conceptual Advising 2020

- NACADA Concept of Academic Advising, NACADA Core Values, CAS Standards for Academic Advising

- UT Advising Mission, Values, Goals and Outcomes

- Advising: The Volunteer Experience (Self-Exploration, Career Exploration, Experience Learning, Engaged Academic Plan)

- Theoretical Frameworks:
  - Strength-Based Advising (Schreiner)
  - Self-Authorship Theory (Schulenberg, Baxter-Magolda)
  - Career Advising (Gordon, Damminger)
NACADA Concept of Academic Advising

Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components:

- **Curriculum** (the what of advising)
- **Pedagogy** (how advising does what it does)
- **Student learning outcomes** (the result of academic advising)
UT Advising Mission, Values, Goals, Outcomes

**Mission:** Academic Advising serves to develop and enrich students’ education plans in ways that are consistent with their aspirations, interests, strengths, and values – preparing them for a life of learning in a diverse and global society.

**Goals:**
* advising as a shared responsibility essential to student success
* self-exploration
* development of educational plans that are consistent with students’ aspirations, interests, strengths, and values
* encourage holistic engagement with the college experience
Strength-Based Advising
Laurie A. Schreiner

• Rather than assessing the areas in which the student is deficient and in need of remediation, advisors using a strengths-based approach assess the talents and personal assets that students bring into the college environment and work with them to develop those competencies into strengths through gained knowledge and skills.

• Instead of focusing primarily on the problems students may be experiencing, advisors help students envision future possibilities and learn to leverage talents to address obstacles that may emerge in the future.

• In addition to a goal of completing college, strengths-based advisors help students make the most of the college experience.
Steps in Strength-Based Advising

1. Identify Students’ Talent

2. Affirm Students Talents and Increase Awareness of Strengths

3. Envision the Future

4. Plan Specific Steps for Students to Reach Goals

5. Apply Students’ Strengths to Challenges

Rather than conveying to students that one pathway leads to college success, a strength-based approach encourages them to capitalize on their unique gifts to become the best version of themselves and gain the most they can from their college experiences. In the process, not only do students achieve success, but advisors thrive as well.
• Academic advisors are positioned to facilitate a transformative experience for students – to help them make meaning around how the accordance or discordance of previous and current learning relates to their educational goals and aspirations.

• Self-authorship focuses on the way individuals understand the world and make decisions within it. It emphasizes the development of an individual’s capacity to balance critical evaluations of information, personal beliefs and values, and relationships with others when setting goals and taking action.

• Self-authorship is characterized by a shift from less dependence on an authority to an intrinsic understanding of self that guides decision making...a balance of challenge and support.

• Self-authorship is not linear, nor is it a once and done process. It involves shifts in perceptions and behavior patterns after much practice.
Self-Authorship: Learning Partner Model (LPM)

LPN encourages advisors to balance challenge with support and emphasizes the central role of the learner to exercise both freedom of choice and responsibility in action. The three principles of LPM:

1. Validate students as knowers
2. Situate learning in students’ experiences
3. Define learning as mutually constructing meaning

All of these principles can be achieved through reflective conversations or activities.

Promoting self-authorship during college requires finding the delicate balance between guiding learners and enabling them to be responsible. Too much guidance affirms reliance on external formulas. Yet enabling responsibility must be balanced with guidance until learners develop the internal mechanisms to act responsibly.
Career Advising
Joanne K. Damminger (Gordon)

- Career advising focuses on the informational nature of advising and the need to help students see the connection between educational decisions and careers.
- Students are helped to connect self-awareness, including interests, values, abilities, and learning preferences, to their academic choices and future career plans.
- Career advising assists students in integrating the processes of identity development, knowledge acquisition, and learning through experience and action.

*Career advising integrated in academic advising helps students build their own futures and make the most of their educational experiences. Academic advisors encourage students to design their own journey – a journey that helps students link their understanding of themselves, the surrounding world, and their vision for the future.*
Career-Advising
3-I Process (Gordon)

**Inquire**
1. Establish rapport and build a working relationship with the student
2. Determine the student’s knowledge base and assess career advising needs.

**Inform**
3. Explain and help the student understand the connections among self-awareness, educational choices, occupational information and academic/career planning.
4. Explain and help the student select interventions to assist in self, major and career exploration.
5. Set career advising goals with the student.

**Integrate**
6. Integrate gathered information - create a career plan to achieve goals.
7. Evaluate plans and accomplishments, determine follow-up, and offer continuing support.
ADVISING: The Volunteer Experience

ADVISING: The Volunteer Experience is a new academic advising model that integrates self exploration, career development, and experience learning into an engaged academic plan.

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Students reflect to develop an understanding of self to include strengths, interests, and values

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Students integrate co-curricular, experience learning, and leadership opportunities to support development (professional and academic) and engagement in the discipline
Advisor Professional Development
NACADA

Professional Development Framework for today -

- Conceptual: Provides the context for the delivery of academic advising (Darling, Parker)

- Informational: Provides the substance of academic advising – the knowledge ( Concurrent Sessions led by PDWG members, Parker, Darling)

- Relational: Provides the skills that enable academic advisors to convey the concepts and information to their advisees ( Concurrent Sessions led by PDWG members, Parker, Darling)
EMERGING COMMON THEMES

• Connect academic plan and general education to broader goals (values, knowledge acquisition, skill development)

• Integrate academic plans with career exploration and experiences

• Reflection to make meaning of learning and experiences

• Co-create (student and advisor) an engaged academic plan

• Self-authorship
Advising 2020
Self-Exploration Component

March 29, 2017
“Knowing yourself is the beginning of all wisdom.”

~ Aristotle
Overview of Self-Exploration Session

- Define self-exploration through NACADA’s Core Competencies Model
- To conceptualize student self-exploration utilizing Strengths-Based Advising and Self-Authorship
- Introduce strategies to facilitate student self-exploration
- Identify tools to assist students in the self-exploration process
Defining Self-Exploration

Informed by career exploration and experiential learning
Think back to your own academic advising experience. What do you wish your advisor had known about you?
NACADA Core Competencies Model: Self-Exploration
Conceptual

• Self-authorship theory
  • Student takes ownership
  • Student acknowledges external influences while establishing internal goals

• Strengths-based advising
  • Assess students’ strengths
  • Focus on ways to develop strengths
Informational
Knowledge of institution and advisee population
  • Exploratory student data
  • Exploratory student considerations
Resources and tools
  • Center for Career Development (CCD)
    • Career Counselors
    • Assessments
    • Classes
    • Referrals
  • Key Partners
  • NACADA website
Exploratory Student Data

2013-2014 cohorts

- 33% changed majors at least once
- 20% changed colleges at least once
- 25% entered as some type of exploratory mode (university or college exploratory)
- 57% retained in same major
Exploratory Considerations

- Lack of self-knowledge
- Lack of academic or occupational knowledge
- Strong student
- Incongruence (ability vs. goals)
- Reluctant explorer
- Indecisive (exploring vs. change without information)
- Narrow focus (income or industry)
- Family pressure
Career Counselors*

Career counseling (one-hour appointments)
- Individualized support across all colleges and majors

Career planning
- What should I major in to become an event planner?

Idea generation/Alternatives
- I didn’t get into the HCB, now what can I do?

Decision-making strategies
- Child & Family Studies vs. Psychology?

Assessment interpretation
*Career Consultants help students implement goals
Assessments

Strong Interest Inventory

- Generates Holland themes (Realistic, Investigative, Artistic, Social, Enterprising, Conventional)
- Interest scales refer to work and leisure interests
- Occupational scales compare taker to satisfied professionals
- When to refer:
  - when seeking in-depth career counseling and interests clarification
  - appointment required

Traitify

- Generates personality themes (Naturalist, Action-Taker, Analyzer, Inventory, Mentor, Visionary, Planner) and career matches
- Quick, smart-phone compatible
- When to refer:
  - when seeking immediate, self-directed interests clarification
Assessments

TypeFocus
• Generates MBTI code and Holland themes
• When to refer:
  • when seeking self-directed personality or interests clarification

Skills Inventory and Values Inventory
• Checklists help takers prioritize skills and values
• When to refer:
  • when seeking self-directed supplemental data to support decision-making

Myers-Briggs Type Indicator
• Offered in all career classes
Assessments

StrengthsQuest / StrengthsFinder
- Offered in all career classes
- Group access through Center for Leadership and Service

VIA (referenced in Strengths-Based Advising article)
- Generates character strengths
- Offered free, online: http://www.viacharacter.org

Card Sorts
- Offered in career counseling appointments
Classes

• Counselor Education 205: Exploring Majors & Careers (first- and second-years)

• First Year Studies 101: Exploratory/Transfer/Veteran Sections

• 100-level/introductory courses by discipline
How to Refer to CCD

• Schedule by phone 865-974-5435 or walk-in
• Connect via personal email or phone call to when necessary
• Utilize GradesFirst case notes
(Some) Key Partners

• Center for Career Development
• Student Success Center
  • First Year Studies
  • Transition Coaches
• Experience Learning
• Service Learning
• Student Life:
  • Center for Leadership and Service
  • Center for Student Engagement
Relational

Strengths-Based Advising & Appreciative Advising

Build Rapport    Disarm
Identify & Affirm Discover
Envision the Future Dream

Diagram:
- Don’t Settle
- Disarm
- Deliver
- Design
- Discover
- Dream
Relational
Build Rapport / Disarm

Skills and behaviors for advisors:

- Empathy
- Creating a warm and welcoming environment
- Awareness of verbal and non-verbal communication
- Interpersonal skills
Relational - Identify & Affirm / Discover

Strategies

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<tr>
<th>Positive, open-ended questions</th>
<th>Help students “wander wisely”</th>
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<tbody>
<tr>
<td>Connect strengths to General Education</td>
<td>Flipped Advising</td>
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<tr>
<td>Reflective listening</td>
<td>Reflective conversations</td>
</tr>
<tr>
<td>Be affirming</td>
<td>Reflective writing</td>
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</table>
Relational
Envision the Future / Dream

Advisors can help students:
- Develop a vision
- Connect “Discover” and “Dream” phases
- Encourage an open-mind
- Reflect with flipped advising
Think back to your own academic advising experience. What do you wish your advisor had known about you?
Case Study Activity
References


Questions?

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Sarah Curtis - svcurtis@utk.edu
Jana Spitzer - jspitzer@utk.edu
Jenny Ward - jlward@utk.edu
ADVISING 2020
FOCUS ON EXPERIENCE LEARNING
SPRING 2017 ACADEMIC ADVISORS RETREAT
WEDNESDAY, MARCH 29TH, 2017

SHANNA PENDERGRAST
COLLEGE OF ARTS & SCIENCES

LISA BYRD
TICKLE COLLEGE OF ENGINEERING

CHRISTOPHER LAVAN
DIRECTOR OF EXPERIENCE LEARNING
Presentation Overview

1. Provide an overview of experiential learning at UT
2. Identify campus resources related to experiential learning at UT
3. Experience Learning in Advising 2020
4. Discuss ways to help our students connect to these experiences
5. Explain why connecting students to these opportunities early is important for their success in college
An Overview of Experiential Learning
Experiential Learning as a Field

• *What is experiential learning?*
  • “learning through experience” (Dewey, 1938)

• *Learning is more effective when it is active…* (Lewin, 1943).

• David Kolb’s 4 stage learning cycle → *our Student Learning Outcomes* (Kolb, 1984)

• George Kuh (2008) and the AAC&U → “H.I.P.s” (High Impact Learning Practices)

• Generation Z → *EL is most effective way for them to learn* (Seemiller, 2016)
Brief History of EL at UT

• First occurrence of experiential learning at our university took place in 1921.

• “The university’s medical, dental, and pharmacy students gained practical experience by working in one of several Memphis hospitals.” (Aaron Pursell’s *The University of Tennessee*, 2007, Arcadia Publishing)

• *In 2021, we will be able to celebrate 100 years of experiential learning at UT.*
Our Campus Definition

*UT focuses on 12 distinct learning experiences…*
12 Types of Experiential Learning at UT

Experimentation

- Apprentice experiences: provide students with an opportunity to try out a job, usually with an experienced professional in the field to act as a mentor.

- Clinical experiences: are hands-on experiences of a predetermined duration directly tied to an area of study, such as nursing students participating in a hospital setting or child development and teacher education students participating in day care and classroom settings.

- Fellowship experiences: provide tuition or aid to support the training of students for a period of time. They are usually made by educational institutions, corporations, or foundations to assist individuals pursuing a course of study or research.

- Fieldwork experiences: allow students to explore and apply content learned in the classroom in a specific field experience away from the classroom. Fieldwork experiences bridge educational experiences with outside communities that can range from neighborhoods and schools to anthropological dig sites and laboratory settings.

- Internship experiences: are job-related and provide students and job-changers with an opportunity to test the waters in a career field and also gain some valuable work experience. Internships can be for credit or not for credit, paid or unpaid.

- Practicum experiences: are often a required component of a course of study and place students in a supervised and often paid setting. Students develop competencies and apply previously studied theory and content, such as school library media students working in a high school library or marketing majors working in a marketing research firm.

- Service-learning experiences: are distinguished by being mutually beneficial for both student and community. Service-learning is growing rapidly and considered a part of experiential education by its very nature of learning, performing a job within the community, and serious reflection by the student. Service-learning involves looking some of society's most complex issues such as homelessness, poverty, lack of quality education, pollution, etc. One of the goals of service-learning is to help students become aware of these issues and to develop good citizenship in learning how to help address these problems.

- Simulations and gaming/role-playing: aim to imitate a system, entity, phenomenon, or process. They attempt to represent or predict aspects of the behavior of the system being studied. Simulations can allow experiments to be conducted within a fixed situation to show the risk behaviors and outcomes of possible conditions. But simulations cannot simply be regarded as a homogeneous collection of approaches. While overlaps between activities exist, previous studies have identified three specific types of simulation-based learning: role-play, gaming, and computer simulation.

- Volunteer experiences: allow students to serve in a community primarily because they choose to do so. Many serve through a nonprofit organization—sometimes referred to as formal volunteering—but a significant number serve formally, either individually or as part of a group. Because these informal volunteers are much harder to identify, they may not be included in research and statistics on volunteering.

- Undergraduate research opportunities: across all disciplines are increasingly common. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contextual questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

- Study abroad experiences: offer students a unique opportunity to learn in another culture, within the security of a host family and a host institution and to allow the transfer of credit to a student's degree program.

- Student teaching experiences: provide student candidates with an opportunity to put into practice the knowledge and skills they have been developing in preparation programs. Student teaching typically involves an on-site experience in a partner school with opportunities for formal and informal candidate reflection on their teaching experience.

- Get in touch

For more information about Experience Learning, contact Chris Lanza, Director.

C9 Green Hall
360-420-5967
experiencelearning@utk.edu

Experience Learning
The University of Tennessee, Knoxville
STUDENT LEARNING OUTCOMES

1. Students will value the importance of engaged scholarship and lifelong learning.

2. Students will develop and apply knowledge, values, and skills in solving real-world problems.

3. Students will work collaboratively with others.

4. Students will engage in structured reflection as part of the inquiry process.
Additional Information about Experience Learning
EL Exists in All Parts of Campus Life

Curricular

Co-curricular

Extra-Curricular
Experience Learning Course Designations

• Our purpose is to make it easier for students to identify courses that include an EL component prior to registering for the class.

• In 2016-2017, our pilot year, 16 courses were approved.
  • 10 service-learning courses
  • 6 undergraduate research courses

• Please see the handout for a full listing of those courses.
ASSESSMENT

1. Each student learning outcome (SLO) has a guiding set of benchmarks.

2. The SLOs were adapted from the Association of American College and Universities’ VALUE Rubrics.
   - Direct Assessment (rubrics)
   - Indirect Assessment (surveys, focus groups/community conversations, and NSSE)

3. Our EL Assessment Coordinator provides focused support to faculty who teach courses and lead opportunities rooted in our 4 SLOs within those 12 experiences.
Experience Learning & Advising 2020
Advising 2020

Students integrate co-curricular, experience learning, and leadership opportunities to support development (professional and academic) and engagement in the discipline
EXPERIENCE LEARNING AND ADVISING THEORY

Five Steps of Strengths-Based Advising (Schreiner, 2013)

- Identify Talents
- Affirm Students’ Talents and Increase Awareness of Strengths
- Envision the Future
- Plan Specific Steps to Reach Goals
- Apply Students’ Strengths to Challenges
EXPERIENCE LEARNING AND ADVISING THEORY

Self-authorship Theory and Advising (Schulenberg, 2013)

- Three Dimensions
  - Cognitive (coming to know information and phenomena)
  - Intrapersonal (considering one's own beliefs and values)
  - Interpersonal (maintaining healthy relationships)

- Students experience “dissonance at *the crossroads*”

- Challenge and Support

- Learning Partnership Model
  - Validate students as knowers
  - Situate learning in students’ experiences
  - Define learning as mutually constructing meaning
Career Advising (Damminger, 2009)

• Seven Steps of Career Advising using Gordon’s 3-I Process
  • Inquire
    • Establish rapport and build a working relationship with the student
    • Determine the student’s knowledge base and assess the student’s career advising needs
  • Inform
    • Explain and help the student understand the connections among self-awareness, educational choices, occupational information, and academic and career planning
    • Explain and help the student select interventions to assist in self-, major, and career exploration and career planning
    • Set career advising goals with the student
  • Integrate
    • Review and integrate gathered information (including interpretations of exploration results) and create a career plan to achieve the student’s goals
    • Evaluate plans and accomplishments, determine any short- or long-term follow-up with the student, and offer continuing support
Student Case Studies
Candace

• Candace, a new freshman, is starting UT this fall with 20 hours of dual enrollment. She plans to pursue a business-related career and is in the Chancellor’s honors program.
Amir

• Amir, a new freshman for Fall 2017, is listed as university exploratory. He is currently very unsure about majors and is interested in exploring multiple disciplines/careers.
Wes

• Wes is starting at UT in the fall as a new freshman. He is interested in pursuing a pre-health career and is open to majors within STEM. He came to campus early to participate in Math camp.
• Maria is a new transfer student who was initially denied to engineering. She has sophomore standing at UT and is now exploring alternative majors.
Matching Game
Offices to Types of EL

- Office of Undergraduate Research
  - Type of EL: undergraduate research
- Office of Service Learning
  - Type of EL: service-learning
- Center for Leadership and Service
  - Type of EL: volunteerism
- Center for Career Development
  - Type of EL: internships
- Center for International Education
  - Type of EL: study abroad
- Office of National Scholarships & Fellowships
  - Type of EL: fellowships
Works Cited

Advising 2020
Career Exploration Tool Talk
March 29, 2017
Inquire
• How much does the student already know about majors and careers under consideration?

Inform
• Identify resources and programs that students will use to explore majors and careers

Integrate
• Work with career development exploration team to integrate career assessment data with gathered information about majors and careers
Goals of Career Exploration
Students Will:

- Connect the academic plan to a career plan
- Broaden knowledge about major and career options
- Deepen knowledge about careers of interest
- More clearly articulate career goals and why they have chosen them
- Connect with professionals and organizations in fields of interest
What questions do students ask that resources can answer?

• What kind of jobs do graduates with this degree get?
• What do people in various careers do every day?
• What kind of degree do I need for this job?
• What kind of salary will this career make?
• What is the job outlook of this career?
• Is this company a good company to work for?
• Others?
High Touch

• Career Guides [utaaconnect.com/guide](utaaconnect.com/guide)
  – Connect students to alumni
  – Informational interviews, shadowing, internships

• Requires advisor or CCD staff to login, search for alumni

• Work in progress!
High Tech

• We teach students, “Don’t Google” but start with http://career.utk.edu

• Sites have pros and cons and provide different information
  – Find your favorite
  – Vary by student need
Using the following sites, answer the scavenger hunt questions.

Occupational Outlook Handbook
Career One Stop
Candid Careers
Vault

Your handout provides guidance and hints!
Case Studies
Candace, a new freshman, is starting UT this fall with 20 hours of dual enrollment. She plans to pursue a business-related career and is in the Chancellor’s honors program. Candace’s parents have encouraged her to pursue business and she’s developed a love for working with children.
Amir, a new freshman for Fall 2017, is listed as university exploratory. He is currently very unsure about majors and is interested in exploring multiple disciplines/careers. Through the self-exploration process, Amir has identified communication fields as an area of interest, but he’s concerned that his career opportunities will be limited and low paying.
Wes is starting at UT in the fall as a new freshman. He is interested in pursuing a pre-health career and is open to majors within STEM. He is thinking about coming to campus early to participate in Math camp. *When asked to discuss his interest in healthcare, Wes responded “I really want to help people.”*
Maria is a new transfer student who was initially denied to engineering. She has sophomore standing at UT and is now exploring alternative majors. Maria attended a Math and Science high school and was able to do a good bit of shadowing in engineering fields. She’s devastated that she cannot move forward in the College of Engineering. Despite working closely with our self-exploration team, Maria has not been able to identify an alternative that interests her.
Take away points

• Gain familiarity with and practice using career resources
• How will you use these tools in your practice right away?
  – Sports Broadcasting
  – Forensic psychology
What would you like to know more about?
UT Academic Plan

ADVISING
The Volunteer Experience
Advising 2020: Engaged Academic Plan

Academic Planning Component

Exercise One: Case Study Expectations for Advisors and Students

Using the information and discussion from the component concurrent sessions, develop expectations for advisors and students that include approaches for orientation advising and for advising throughout the first-year. Each table will have one assigned student case study.

- Use the handout provided and create the advisor and student expectations for the assigned student for orientation and the first-year.
- Go to the link noted on the handout to complete the expectations – see below.
- Select a reporter to report out to the larger group.
- Submit your work on using a laptop. The information will go to Phyliss Shey who will compile it.
- [https://tiny.utk.edu/AcadPlan](https://tiny.utk.edu/AcadPlan)
Academic Plan Exercise

• 4 case studies
  • **Candace** – beginning freshman 20 hrs dual enrollment; Chancellor’s Honors
  • **Amir** – beginning freshman exploratory
  • **Wes** – beginning freshman Pre-Health; math camp participant
  • **Maria** – beginning transfer (sophomore); denied initial major
Advising 2020: Engaged Academic Plan
Academic Planning Component

Exercise Two: Create a new academic plan form that reflects our Advising 2020 academic advising model.

Materials: Large paper, markers

- At your table, discuss what should appear on an academic plan form and then design the form, drawing it out on the large paper.
- For this stage of planning, create a form for orientation and a form for the first-year.
- Select a reporter to present the forms to the large group.
- Leave your forms on the table for us to collect.
Advising 2020: What’s next??

• Communication Plan (working with Communications team)
• University Advising Assessment
• Orientation Plan (main topic of presenters meeting in April, college plans)
• Complete Advising 2020 components model (PDWG)
• June 7 Retreat for all new and current advisors (PDWG)
• Four-year plan development/advising syllabus (PDWG)
• Academic Core Curriculum development (PDWG)

(PDWG – Professional Development Work Group)