

Academic Advising Portfolio

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Introduction

This academic advising portfolio consists of my personal philosophy of academic advising and three case studies. My personal philosophy of academic advising is an ever-evolving testimony to why and what ways I serve students and my community of learners as an academic advisor and a supervisor of advisors. Foundational to my personal philosophy is understanding, selecting, and applying academic advising theory and advising approaches (Patton et al., 2016). As stated by Hagen and Jordan. (2018, p. 19), "There are really tens of thousands of theories of academic advising: one for every practicing academic advisor." This application of theory is framed by a real-world appreciation that students do not identify and aspire according to an advisor's approach or choice of applied theory, but that they come with their own narrative more than worthy of my appreciation and commitment.

The three case studies found in this portfolio illustrate how I evaluate student lived academic experiences and potentially create interventions related to:

- strategies and practices to institutional advising programs and individual advising.
- theories of learning, student development, and career development.
- multicultural factors on advising relationships and the content of advising with students.
- the application of the needs and characteristics of specific student groups to advising.

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My Personal Philosophy of Academic Advising

The act and art of academic advising are based on dialog, self-reflection, and bracketing of experience. My philosophy of personal advising starts with the understanding that the academic advising process is first a dialog consisting of two elements. The first element is an authentic dialog with a student founded on an appreciation of the self-authorship of their personal narrative. Friere (2005) stated that “dialogue is the encounter between men, mediated by the world, in order to name the world” (p. 88). He further defined this dialog as consisting of co-investigation, defined program content, attuned language, and dialectic process of coding and decoding between the abstract and concrete.

I echo Friere’s (2005) assertion that this dialog requires love, humility, intense faith in people, hope, and critical thinking. As a dialogical academic advisor, I should ask a student about which they will dialogue. As an “anti-dialogical advisor, I would “bank” my advising. So, my advising content should be contextual and representative of student-identified needed knowledge that serves to liberate. It must help mediate differing perceptions of reality. I must attune my language to the structural conditions of thought and language as represented in the schema of my advisees.

In my advising, I compliment and guide this dialog by using an overall narrative of mutual authorship and negotiation of advisor and advisee beliefs, identities, and social relations, such as found in the writings of Baxter Magolda (2014). In her theory of Self-Authorship, students (and advisors) create their narrative by asking the epistemological question of “how do I know,” the intrapersonal question of “who am I,” and the interpersonal question of “how do I want to construct my relationships with others.” As a best practice of developmental advising, I must let students tell their own story rather than let say it for them.

When doing this, I must avoid the risk of being overly broad and ineffective in my developmental advising (Lowenstein, 2005) and consider each advising relationship as a course of study with a curriculum of logical content and with learning and developmental outcomes. The goals of this curriculum are essentially Magolda's three questions asked in the second person. The curricular learning outcomes are based on Goodman, Schlossberg, and Anderson's (2012) Transition Theory. I will attend to the student as they move in, move through, and move out of the college experience, guiding them with what they need to know, what they are likely to hear, and what they can do with what we know and hear (Goodman, Schlossberg, and Anderson, 2012). And although I have yet to achieve it in my advising practice, I aspire to have this course of study outlined and guided by a syllabus (Appleby, 2008) created using NACADA (Trabant, 2006) and other best practices.

My advising dialog is also informed by well-known and emergent actionable student development, leadership, pedagogical, and advising theory. As a condition of authentic advising dialog, any of my applied theory needs to be appropriate for the student I am serving and must be able to assess it with consequential validity (Kuh et al., 2015). At its best, the advising theory I use is consistent with literature and research (Hagan & Jordan, 2008), comes from a wide range of disciplines, understood for its advantages and limitations with particular identities (Franz and White, 1985; Evans, Forney, & Guido-DiBrito, 1998), and it must be subject to falsification. These theories support the foundational concept of advising as teaching (Crookston, 1994) and the National Academic Advising Association (NACADA) Concept of Advising (2006) and The NACADA Statement of Core Values (2017).

To maintain fidelity to an authentic dialog, I try to engage in self-reflection and bracketing in my advising. This involves examining my values, beliefs, experiences, and past

learning related to academic advising and education in general. In effective advising, learning progression will happen (Crookston, 1994), but it will not occur without self-betterment achieved by garnering and internalizing relevant classic, current, and emergent knowledge and best practice. Furthermore, as I have worked in higher education for nearly 30 years, my unique narrative of experiences and values must be bracketed from students to ensure that "nothing is determined in advance" (Moustakas, 1994, p. 84).

Lastly, my philosophy of advising emphasizes the need for my professional self-improvement. I engage in regular self-assessment of my advising and I solicit the same from my peers and my leadership. As evidenced by my pursuit of this degree, I engage and will continue to engage in lifelong learning and professional development to keep current and effective as an advisor. I regularly lead advising and other sessions, trainings, scholarship, and courses within my institution and do the same outside the walls of my workplace. If advising is teaching, then teaching others about advising is be the best way to demonstrate my advising competence and effectively dialog with my students.

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Case Study 1: Jane

Jane is a new student transferring to a small private university from a community college. She and her father are meeting with Dave, a transfer advisor at the university, during a transfer orientation day. Jane had applied to the nursing program at the university. She was not accepted this year but brought in a letter to the advising session to show that she had been invited to apply again the next year. She would like to enroll for classes now to prepare for next year.

Dave notices that Jane speaks with a heavy accent and her father hasn't said anything yet. He asks about their background and learns that they are refugees. They are members of a community who lived in Southeast Asia but were persecuted there and were forced to leave their home country. They have only been in the US for seven years. Jane's father does not speak English, but has come along to give her support.

Dave has helped some students get prepared for this nursing program before and has spoken with the nursing advisors. He reviews Jane's transcript to see how well prepared she is for the program. He sees that Jane has taken several English as a Second Language classes and did fairly well in them, but just barely passed her English Composition classes. He also sees that there are three science classes which are prerequisites for the nursing program and she has just barely passed those as well. She failed one of those science classes twice before she managed to get a passing grade. He knows the nursing program is competitive enough that applicants need to have an A in at least one of these three classes and no lower than B's on the other two. He sees that Jane has all A's on four social science classes she has taken. He asks Jane about the social science classes and she tells him that she had a lot of fun in those classes and loved the teachers.

He also asks about the prerequisite science classes and learns that she struggled with those because she didn't really enjoy them and she couldn't understand many of the words that were being used in them. Dave asks Jane why she decided to go into nursing. She tells him that another young woman from their refugee community recently completed this nursing program and has been very successful. This woman was the first in their community to ever go to college. Jane wants to do the same as this woman as do several other young women from her community. Her parents are very excited to have her become a nurse. She translates this part of the conversation for her father and he enthusiastically nods.

Response to Case Study 1

With any advisee, it is essential to remember if to address O'Banion's (1974, p. 10) five dimensions of academic advising: the exploration of life goals, exploration of vocational goals, program choice, course choice, and scheduling courses. The current advising interaction is also a decisive moment for the student to examine what she wants to do with her life by examining her vocational goals, which are an extension of her life goals (O'Banion, 1974, p. 10). In O'Banion's words (p. 10), "what a person is and wants to be (life goals) determines what he does (vocational goals)."

Jane's stated vocational goal is to be a nurse. Her vocational choice is dissonant with her academic qualifications for the university's nursing program, her relative disinterest in related coursework, and her poor performance in prerequisite program courses. She expressed interest in other discipline courses (social sciences). Her rationale for this vocational choice seems to be extrinsically driven, namely from her community and father. In this and similar situations, an advisor needs to be cognizant and prepared, but not assume, that several dynamics are likely at

play, such as student and parent expectations (McCalla-Wriggins et al., 2009), student identity, and cultural influences.

This is an opportunity for her advisor to investigate if Jane has examined her career choices at all and beyond the nursing field and those careers related to those academic areas she enjoys and in which she excels. It is also an opportunity for her advisor to sensitively examine the level of Jane's autonomy in her decision making about her vocational choice. As stated by McCalla-Wriggins et al. (2009), students often “do not take the steps to prepare themselves to obtain any job, much less a “good job” consistent with their values, skills, and interests” (p. 294). In this case, it appears that Jane identified a “good job” that may not be consistent with her interests and possible skills, and it is unclear to what degree the values associated with her choice of nursing is based on her own expectation and preference or that of her culture and her parent(s) influence.

Her advisor needs to approach Jane's issues through coalition building with other departments and services and to practice cultural competence (Harding, 2008) with Jane. According to Gordon (2006), "All students need career advising, even those who enter college already decided on an academic major" (p. 5). Carroll McCollum (1998) stated, "The overall challenge to the advisor is to meet the advisees' developmental needs whether they are emotional, academic, or career-oriented" (p. 15).

Ideally, Dave will have well-developed coalitions with key departments and services to assist Jane in her career explorations. These coalitions are a common "commitment to facilitating student development, success, and learning; providing quality student services to meeting individual needs; and providing each student access and opportunity across our campuses" (Harding, 2008, p. 191). Career advising is an essential part of this coalition for Jane. Dave

should be aware that Jane's choice of a career is a values-based decision and in itself is not right or wrong, but rather satisfying or unsatisfying to Jane (Gordon, 2006, p. 16).

Dave should strongly encourage Jane to avail herself of their services but in a culturally sensitive and competent way. Jane appears to be experiencing a career-related problem of informational deficit (Gordon, 2006, p. 49), possibly compounded by Asian-American students often “placing high value on occupational prestige, financial success, and job security” (Gordon, 2006, p. 52). This is supported by Jane’s statement about another young woman in her community recently completing the nursing program and becoming successful after being the first in her community to go to college and her parents' encouragement to follow in-kind.

Advising Strategies

As previously noted, Dave must be careful to approach this advising opportunity in a culturally sensitive and competent way. Dave may find it appropriate to consider which underlying paradigm(s) he uses in his advising strategies within his student affairs practice. For example, he may consider employing a cultural paradigm where he develops a “practice that is congruent with a richer palette of cultural norms, beliefs, assumptions, and values” Guido et al. (2010, p. 10) outside of his and the institution for which he works. Likewise, he may want to consider employing a blended cultural/critical paradigm that considers racial and ethnic epistemologies and "liminal" approaches (p. 11) salient to Jane's experience.

Most importantly, Dave should self-assess his level of intercultural awareness (Harding, 2008, pp. 191-192) to develop or improve the four components of cultural competence of awareness, knowledge, skill, and respect (p. 192). This is necessary for him to build an effective advising relationship with Jane. He may then be comfortable asking questions that will better prompt her to utilize a full range of campus services (p. 193).

Given these and other considerations, Dave should also be careful in his choice of an advising model. He may want to use the Learning-Centered Advising Toolbox as developed by Wilcox (2016). This model recognizes and supports the principle that advisors need to rely on a variety of approaches in a single interaction, that each interaction is unique, and the recognition that advisors need to seamlessly shift from passive forms of advising (prescriptive, transactional, and intrusive) to more active forms of advising (facilitating coaching, mentoring, and academic counseling. Key to Wilcox's (2016) model is the blending and synthesizing of advising models in approaches within a continuum of strategies, with the outcome of helping students in their learning process and their transitions through college. Wilcox's (2016) model also comports with Kodama and Maramba's (2017) assertion that "traditional conceptions of student development are inadequate for addressing the complexity of influences related to social identities and environmental contexts for Asian American students" (p. 32).

Learning and Student Development

Dave needs to remember that Jane's student experience as an Asian-American may be unique compared to many other students he advises. Once marginalized but now recognized and valued populations, including ethnic groups, might not be as well-served by classic student development models such as Chickering (1993), for example (Evans et al., 1998, pp. 46-47). He may be better served using identity-based student development approaches and theories.

For example, Kodama and Huyuh (2017) recommend using a lens of cultural specificity (Leong & Hardin, 2002, as cited in Kodama & Huyuh, 2017) to examine the "unique ways in which cultural influences, family expectations, racism, and identity can make academic and career decision making particularly challenging for Asian Americans" (p. 60). Kodama and Huyuh (2017) advocate that student affairs professionals consider this population using a holistic

and culturally sensitive approach which emphasizes exploring options more so than individual interests “or where students’ ‘passions’ lie (p. 60). The authors endorse finding out where Asian American students are experiencing thought process dissonance, encouraging them to explore academic and career options, and validating their experiences navigating family and society (p. 60).

Dave may also want to implement Kodama and Huyuh’s recommendations for practice with Asian-American students. They include:

- Get to Asian American students early and often.
- Acknowledge family expectations as a legitimate influence.
- Help students prepare for potentially challenging conversations.
- Remember that students who are achieving academically may still need support.
- Recognize the racial context within which Asian American students are navigating their academic and career choices.
- Allow for more time in working with Asian American students.
- Introduce Asian American students to career role models.
- Become familiar with Asian American-targeted resources and research.

Dave should be knowledgeable of racial identity models such Kim’s (as cited in Patton et al., 2016) Asian American Racial Identity Model (AARID), which places great emphasis on the deleterious effects of minoritization of Asian Americans in our society, identity conflict, and the potential for Asian Americans to contend with this identity conflict and transform their experiences into an opportunity for growth. However, Dave must be cautious not to overgeneralize Asian American cultural characteristics. Asian American identity is diverse, fluid, and non-linear and depends on factors such as the degree of identification with the dominant

culture and the degree of ethnic identity (Patton et al., 2016, p. 143). We cannot know Jane's strength and place of identity without a significant and respectful inquiry from Dave.

Jane risks becoming a "foreclosed" student by potentially not being accepted into her university's nursing program and not having other more viable academic pathways. Salinas and Ross (2015) identify foreclosure as a denial of a career option that creates a crisis in need of a solution. Jane's potential individual crisis also extends to her advising relationship with Dave and the "educational limbo" (Ross, 2015) it creates, and to the university and its student performance measures. This is done through a process of courageous conversations, tone setting, and utilizing a personal identity and choice model such as that of Marcia's (as cited in Ross, 2015) REACH model. Suppose Jane does find herself in a place of foreclosure in this model. In that case, Dave can help her by acting as a sieve for negative emotions, reconnect with her strengths, and discover other academic and career pathways of equal or greater value to her original choice.

Much like with his advising strategies and application of learning and student development theory, Dave should consider Jane's world of learning through various schema. One helpful schema is that of the topographical perspective of learning (Alexander et al., 2009), in which learning is viewed through the analogy of a map. The characteristics of this map (and the aspects of learning) are that it is multidimensional, has complex interactions, is dynamic and changing, and has varying perspectives. However, all learning has common principles (Alexander et al., 2009), which can be seen in various learning theory contexts. David advising charge is to assist Jane through a learning journey using a discovered learning map. Jane's charge is to find a place of comfort in the change that is needed for this journey.

Career Development

Dave should take into consideration that traditional career development theories and approaches may insufficiently address students from differing experiences (Carlstrom et al., 2009, p. 113), in this Jane's identification as an Asian American, and in other cases such as racial and ethnic minorities, LGBT students, and students with disabilities. In investigating her career choices, Jane may have to face, or further face, workplace discrimination, lack of role models and mentors, and occupational information outside of her family and community (pp. 117-118). Dave would be well-served to adopt the seven-step process detailed by Carlstrom et al. (2009, p. 131-140) for advisors to establish culturally appropriate advising relationships with students before and during his career advising activities with Jane.

Furthermore, Dave may want to consider guiding Jane's career advising path by using Gordon's (2006) 3-I Process and its steps of "inquire," "inform," and "integrate." If Dave enacts many of the advising strategies recommended for Jane, he will likely be well along in his rapport, working relationship, and understanding of Jane's career needs which characterize the "inquire" stage. Dave can assist Jane in further understanding connections in her self-cognizance, academic choices, vocational information, and career planning as found in the "inform" stage. Lastly, he can help her "integrate" information into a new career plan and periodically evaluate and improve the plan over time. Much like with using Wilcox's (2016) Learning-Centered Advising Toolbox, Dave may want to use a blending and synthesizing approach to being guided by a particular career development theory and its associated assessments.

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Case Study 2: Mark

Mark is a 19-year-old White male student at large state university. He meets with his advisor Lucy, an Asian female, to “withdraw from his classes.” Mark arrives for his appointment in tattered blue jeans, carrying his motorcycle helmet.

“I can help you with that, since you can still withdraw without a dean’s signature. But what is leading you to withdraw from classes?”

Lucy detects some hostility from Mark.

Mark explains that it is his second year here at the university and that he “just doesn’t belong.” He admits to skipping a lot of classes and is currently behind in all of his courses. Lucy reflects Mark’s feelings but wants to know more.

“Do you think the university is a poor fit for you, or do you think that college in general is not a good option for you?”

“I didn’t want to come here or go to any college. The only class I’ve enjoyed here was Chemistry and that was just because of the lab. I only came here because my older brother graduated from here – he’s in law school now. My parents wanted me to come here too, I think they expect me to go to Law school too.”

“And what have you wanted to do as a career?”

“I wanted to become an auto mechanic.”

“Have you had some experience working on cars, or on your motorcycle?”

Mark nods and smiles. “I spend a lot of time working on my bike.”

“I think the local technical college has an auto mechanic program. Would you like to look into that?”

Response to Case Study 2

Mark exhibits many characteristics of an undecided student, namely a student who is "unwilling, unable, or unready to make educational and/or vocational decisions" (Gordon, 2007). However, what is unknown and undetermined without more examination is whether he is what Gordon what term an "indecisive student" who struggles to make any decision due to pervasive "unsatisfactory habits of thinking" (p. 11). In addition, mark seems to be exhibiting frustration with transition issues faced by many undecided students (Steele & McDonald, 2008), in this case, accentuated by his family's desire for him to become a lawyer like his brother. This may verify that he, like other undecided or indecisive students, initially did not "anticipate any difficulty in pursuing a general direction...and the course work need to achieve their [his] goals" (p. 163).

Furthermore, Mark exhibits many of the characteristics of the "seriously undecided" (Gordon, 1998, p. 397), such as low levels of vocational identity, self-clarity, self-esteem, and limited academic and vocational information about alternative choices (Steele, 2003). Mark also seems to point to an external locus of control in his life. Mark's undecided nature is also evidenced in several triggers found in undecided students (Steele & McDonald, 2008, p. 165), such as a severe disconnect between his academic abilities, skills, and talent, and his academic environment and pathway, discussion of college adaptation issues rather than admitting being undecided, and his apparent unawareness of academic and career advising information.

His unreadiness or unwillingness is shown by his request to withdraw from classes, his stated lack of fit in the college environment, his moribund academic performance, disparate family and individual expectations, and his experienced lack of fit. This may be causing him cognitive dissonance (Festinger, 1957). Mark's behavior and statements give further credence to

this cognitive dissonance. His academic pursuit, perceived lack of fit in college, and pressure to achieve from his family seem to lead to him feeling psychological discomfort, prompting him to attempt to reduce this discomfort and avoid situations and information (Festinger, 1957) by taking actions like withdrawing from classes.

This undecidedness is contrasted by his change to positive affect and interest when he expresses an interest in automobile and motorcycle repair and becoming a mechanic. Lucy should also note that his one admitted college academic success was in Chemistry lab, indicating a learning style preference, i.e., Kolb (1984), and a potential multiple intelligence end state (Gardner, 1999).

Lucy's prompt and question to find out more about the technical college's mechanics program provides her with the opportunity a comprehensive advising approach that accounts for his possible state of being seriously undecided, of cognitive dissonance, and the strengths and talents he expresses through a hands-on and experiential learning preference expressive of his multiple intelligence end states. Lucy must also know where she must place herself in the continuum of advisor-counselor responsibilities (Kuhn et al. 2006), as it is not certain that Mark is "seriously undecided" or "chronically indecisive" (Gordon, 2007). Therefore, he may require personal counseling beyond career and academic advising. In their research, Newman et al. (1990) essentially found that regardless of their defined career decision, all students who experience career choice anxiety will benefit from career advising. So, no matter where Mark is in his type and place in decidedness, undecidedness, or indecision, Lucy will best serve his interests through career and psycho-educational interventions (Steele, 2003).

Advising Strategies

Before proceeding with an advising strategy for Mark, Lucy should confirm where she is and needs to be in the advising-counseling responsibility continuum. This will help her plan for the length, purpose, content, and focus of her advising sessions (Kuhn et al., 2006, p. 25). Steele and McDonald (2008, p. 164) place advisors in the middle of the continuum as exploratory, developmental, or mentoring advisors. As the focus of her advising is on the student/person (Mark), she should prepare herself for developmental advising or mentoring.

If engaging in developmental advising, her purpose is to help Mark gain insight into his situation, with the content of examining his options and values, focusing on his role as a student, and in a session of 30-60 minutes (p. 25). If engaging in mentoring, her purpose is to encourage growth, with the content of examining his values, with varied length and numbers of sessions (p. 25). Lucy begins this process well by asking questions of Mark that lead to the examination of values and options. First, however, she needs to determine if she should step into a mentoring advising role or find a more appropriate program or office to take on mentoring, such as career services and a career counselor, if available. Lucy also needs to be mindful of any possible referral triggers (p. 29) to personal counseling.

One possible advising approach for Lucy's use with Mark may be strengths-based advising (Schreiner & Anderson, 2005). This advising model's origins are interdisciplinary, including business, social work, and positive psychology. She then may want to further refine her identification of Mark's talents through questioning or through the use of a strengths assessment. For the former, she may want to ask where or where else he learned with ease, when he was complimented on his school or other work, or what he enjoyed studying the most (p. 24).

Lucy then would increase his awareness and understanding of his strengths, asking which strengths he most identifies with, how and where he has used them to succeed in the past, and

where there are places of support for him to use and practice those strengths (p. 24). Lucy can then help Mark determine which strengths he wants to continue developing and where they match his goals and aspirations and help him develop an action or success plan based on these results and aspirations (p. 29). Lucy's advising intervention must also coordinate with other offices and their resources, such as career services, personal counseling, academic and training programs within and outside the college.

Learning and Student Development

As a process of cultivating her relational skills (Folsom, 2008) with David, Lucy can partner with him to investigate and explore his learning styles, potentially guided by Kolb's (1984) Theory of Learning Styles. Kolb (1984) based much of this theory on Dewey, Piaget, and Lewin (p. 20). Kolb differentiated his theory from many cognitive and rationalist learning theories by grounding it with a "holistic perspective on learning that combines experience, perception, cognition, and behavior" (p. 21). He defined learning as "the process whereby knowledge is created through the transformation of experience" (p. 38). Within his theory, he asserted the following characteristics of experiential learning:

- Learning is best conceived as a process, not in terms of outcomes.
- Learning is a continuous process grounded in experience.
- The process of learning requires the resolution of conflict between dialectically opposed modes of adaptation to the world.
- Learning is a holistic process of adaptation to the world.
- Learning involves transactions between the person and the environment.
- Learning is the process of creating knowledge.

From his work comes the familiar terminology of the four-stage learning cycle of concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE) (p .30). Also, from this work comes the four familiar learning styles of converging (AC/AE), diverging (CE/RO), assimilating (AC/RO), and accommodating (CE/AE). Initial indications are that David may be a converger (converging). This comports with his potential career choice of a mechanic, which Hagan and Jordan (2008, p. 27) called a specialist career. Lucy may also want to adopt Hagan and Jordan's (2008) advising approach of attending to a converger's preference of "accessing information on a computer and getting answers to specific questions" (P. 27).

Kolb (1984) states that "learning involves transactions between the person and the environment" (p. 34). This statement ties nicely to the idea that David's behavior, or more importantly, his state of development, is a factor of the interaction between his personality and his environment. When considering this, Lucy may want to extend her thoughts about this interaction beyond Lewin's classic formula of $B = f(P, E)$ (Lewin, 1936) to that of Bronfenbrenner (in Evans, et. al, 2010, p. 161). Lewin adeptly stated that "in reality however it is impossible to derive the psychological processes in the life space without including changes both of person and of the environment in the representation" (p. 167), and that "all so-called physiological theories which do not contain a representation of the environment are for this reason inadequate" (p. 166).

However, Lewin (1936) did not account for personal development in social (life) space (pp. 45-46). Bronfenbrenner shifted Lewin's formula to the statement that development is a function of person and environment. Lucy may want to focus on the components of process, person, context, and time, and their interaction, which can promote or inhibit development

(Evans, Guido, Patton, and Renn, 2010, p. 161). She can then ask herself how she and her department's interventions encourage highly consonant microsystems and influence institutional exosystems (curriculum, policies, and procedures) relevant to students such as Mark.

Lucy can also investigate with Mark his expression of one or more multiple intelligences (MIs). Mark may have experienced an educational history where his performance was measured under a unitary concept of intelligence (general intelligence) (Gardner, 1999). Gardner (1999) made a key point about individuality and intelligence, namely that society perennially needs to identify and employ intelligent people. However, he stated that "intelligence is too important to be left to the intelligence testers" (p. 3) and that we have a choice to find ways to apply human intelligence in the diverse ways it is found.

Gardner defines intelligence as the "biophysical potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (p. 34). In this definition, he posits that intelligence cannot be discerned. Instead, they are potentials, probably neurobiological, which may or may not be activated based on cultural or individual opportunities or choices.

In *Frames of Mind* (1983), Gardner proposed seven separate and provisional multiple intelligences. They were linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal intelligence, and intrapersonal intelligence. In his 1999 work, he proposed three new possible intelligences: naturalist intelligence, spiritual intelligence (not adopted), and existential intelligence.

These intelligences (Gardner, 1999, p. 47) are first described by their end state, which is a "socially recognized and valued role that appears to rely heavily on a particular intellectual capacity" (p. 48). In Lucy's application of this theory, she could help Mark recognize that his

predisposition to be a mechanic could be an end-state expression of one or more MIs and that they may even be expressed in other career and life path choices

Career Development

Mark's career development would be well served by complete appropriate career assessments and career mentoring to best help guide him to a fulfilling career choice, even if it is not at his current higher education institution. Even though his major is not stated, he closely resembles what Gordon (2007) describes as a "drifter." He now realizes his choice is wrong but does not show until prompted by Lucy to consider alternatives. Upon applying the recommended advising strategies confirming where she is and needs to be in the advising-counseling responsibility continuum and employing a strengths-based advising approach, Lucy has taken a good step forward with Mark.

If put into action, Lucy will have helped Mark view his lived experience through the lenses of his learning styles, environmental interactions, and multiple intelligences. Mark now needs to engage assessment tools actively and career advising or counseling personnel to bring clarity to his future choices. One possible appropriate assessment for him may be the Learning Styles Inventory (LSI). Although the LSI is not a "decision-making style instrument" (Gordon, 2006, p. 88), it may help him consider areas of study where best suited to his learning style (Hagan & Jordan, 2008).

Kerka (1999) asserts that MI theory was partially informed by examining job and task performance, making it useful in making a career choice and in a person's career development. It does this by encouraging self-knowledge, expansion of career possibilities, and enhancement of self-esteem. This aligns well with Gardner's (1999) concept of end states and its social recognition of a particular type of intelligence. Thus, by taking an MI assessment, Mark may

learn more about expressing a strong intelligence(s) and growing his possible palate of career choices.

In partnership with Lucy or with career services, Mark can match his LSI and MI information with a career values matching assessment such as the O* NET Work Importance Locator (WIL) (O* NET Resource Center, 2021). This self-assessment will assist him in identifying occupations that share similarities between his work values and the characteristics of occupations. In addition, he can obtain more detailed occupational information from online sources such as the Occupational Outlook Handbook (US. Bureau of Labor Statistics, 2021) or O* NET Online (O* NET, 2021).

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Case Study 3: Kim

Pat is reviewing notes for her appointment with Kim, a 35-year-old senior graduating at the end of semester with a major in English literature. Kim has met with Pat regularly since she transferred to State University four years ago with recent credits from a local community college and older credits from a four-year university in another state. From previous conversations, Pat noted that Kim is divorced with three children. Kim withdrew her second semester at State University because her youngest daughter had a string of illnesses that put Kim behind in her school work. Kim has no immediate family here. She moved here with her husband because his family is here and he took over the family business. The notes also indicated that Kim works nights and prefers morning classes, so she can take a nap before her kids come home from school and be there for them in the evenings. Kim currently has a 3.6 GPA. When Kim arrives for her appointment, Pat greets her warmly and asks, “What can I do for you?”

“Well, I’m finally graduating – which is great – but I just don’t know what I’m going to do now. On the one hand, I could move anywhere to find a good job, but this is the only place my kids know. All of their friends are here. The schools are good here. People from my church are always willing to help me when I need it. But I’m finding out there are no jobs here for me. All the jobs I have seen require a business or some other specific degree. I don’t know what to do. I really love literature and I have enjoyed my classes, but when I declared that as my major I honestly thought that when the time came, God would provide the perfect job. I was so naive! I had just joined the church and really felt that God was the answer to all of my problems. Don’t get me wrong, I still believe, but I now see how my faith can be an asset

when I need it, and that I still have to do the leg work, but right now, I don't know where to begin. I just don't know how I'm going to pay all of these student loans. And my oldest will be in college in a few years. What am I going to do?"

Response to Case Study 3

Kim is facing a transition issue and is in the "moving out" phase (Goodman, Schlossberg, and Anderson, 2012) of this transition. This transition anxiety is demonstrated by her anxiety of not knowing what next steps to take after her impending graduation and how to leverage her soon-to-be awarded degree in English Literature to available career opportunities. Furthermore, Pat must be sensitive and aware of Kim's religious identity and some level of anxiety about if she can find full support in her faith, particularly with impending financial demands.

Even though Morey et al. (2003) state that nontraditional students can not be described in one characteristic, Kim can be classified under one definition of a nontraditional student (Choy, 2002), that of having one or more of the characteristics of delayed enrollment, part-time student status, full-time employment, financial independent, and enrolled after their twenty-fifth birthday. She also classifies under a National Center for Education Statistics (2009) definition, with similar characteristics from Choy (2002), with the addition of being financially independent for financial aid purposes and having dependents other than a spouse.

Pat needs to accommodate and take positive advising actions with Kim given her unique lived experience as a nontraditional student in a moment of significant change. In addition, Pat should assess whether Kim is exhibiting other characteristics and issues found with nontraditional students, such as reduced student cohort support (Staley & Trinkle, 2011), need

for support from public services (Churchill, 2011), and varied personal life challenges (Reay, 2002).

Pat's priority should be to provide validation and encouragement to Kim and her past and current experience as a nontraditional student. This can be done by showing active interest, providing assistance, and recognizing Kim's capacity. By doing this, Pat will replicate actions that facilitate nontraditional student success (Rendon, 1998). These actions should be coupled with helping Kim gain new skills, particularly career exploration and development skills, to adapt to the changes occurring in her latest transition as a process of learning (Aslanian & Brickell, 1988). This help is especially acute as it appears that Kim did not avail herself of career advising and services, or they were not accessible or available to her. With these considerations and actions and active practice of an appropriate matrix of advising strategy and models, adult learning and transition theory, and focused career guidance, Kim and Pat can forge a partnership to effectively guide Kim through her “moving out” stage.,

Advising Strategies

Pat can best help Kim by a matrix of advising models and approaches including, namely, Intrusive (Proactive) Advising (Varney, 2012; Vallandingham, 2009), Appreciative Advising (Bloom, Hutson, & He, 2008), and life-span, life-space theories (Super, 1975). Intrusive Advising, now commonly referred to as Proactive Advising (Varney, 2012), involves advisors engaging in intentional and thoughtful interventions to increase student motivation, demonstrating interest and involvement with advisees, implementing intensive advising to augment the likelihood of student success, making advisees aware of all available options, and approaching students before the onset of potential issues (Varney, 2010). Some examples of intentional interventions that Pat can use include guiding Kim through reflection on how her

impending graduation may influence her continued learning, consistent reinforcement of continued application of her developed strengths, and further encouragement of self-expertise (Vallandingham, 2009, p.32).

The second element of Pat's applied advising matrix is Appreciative Advising (Bloom, Hutson, & He, 2008) and strengths-based advising. Appreciative Advising consists of an advisor asking positive, open-ended questions to maximize student educational experiences and assist in their goal and aspirations. This is done by the advisor implementing these phases:

- Disarm - Establishing a positive initial impression with the student.
- Discover - Asking positive open-ended questions which assist them in assessing students' strengths, skills, and abilities.
- Dream – Asking students about the dreams of their future.
- Design – Partnering with them plan for making their dreams into fruition.
- Deliver – Holding students accountable for delivering on a plan creating during Design stage.
- Don't Settle – Establishing high internal expectations.

It could be assumed that Pat has effectively gone through the Disarm and Discover stages with Kim. However, Pat should think about revisiting all subsequent stages with Kim. Now that Kim has nearly achieved a life goal, there is value in reexamining her aspirations and where her English literature degree fits in with them. This examination may mean that she has to create a new plan (Design) for getting to her revised or new dreams. Pat becomes an agent of accountability (Deliver) for Kim's consummation of her design and setting high expectations for accomplishment (Don't Settle).

Finally, Pat should consider looking at Kim's lived experience through the lens of Life-Span, Life-Space Theory (Super, 1975). In this theory, Kim's career development can be seen as a continuous, life-long process of self-expression and multidimensional self-concept it includes the following stages:

- Growth (birth to 15) - Development of capacity, attitudes, interests, and needs associated with self-concepts.
- Exploratory (15-24) – Narrowing, but not finalization, of choices.
- Establishment (25-44) - Stabilization through work experiences.
- Maintenance (45-64) - Recurrent fine-tuning process to improve working situations.
- Decline (65+) – Ready for retirement, reduced work production, and actual retirement.

Super's theory also includes the construct of the Life-Stage Model, in which people experience one or more of the above-listed roles, the "theaters" of home, community, school, and workplace. Pat should recognize the uniqueness of Kim's situation that despite her age (35), she may be reverting to the exploratory stage after thinking that she was soon to begin the establishment phase. Given the limited time that Pat has with Kim before graduation, and given the unique turn of events in Kim's life, the use of an advising matrix is well-justified.

Learning and Student Development

Kim is in the process of meaning-making of her life. Kegan (1982) viewed meaning-making as a physical, social, and survival activity. Kim looks to be struggling to mediate (or balance) herself between “yearnings for inclusion and distinctness” (p. 107) in her ongoing organizing experiences found within or between levels of consciousness in her cognitive development. Kegan (1982) posited that there are five levels of consciousness, preceded by

Order 0. Order 0 is known as the Incorporative Balance, signified by reflexes. It is largely found in newborn infants to early childhood.

1. Order 1 – The Impulsive Balance – (ages 2-7) nothing is known outside of one's direct impulses.
2. Order 2 – The Imperial Balance – an individual is aware of his or her experiences as well those of others.
3. Order 3 – The Interpersonal Balance – greater abstractions and mutual relationship can happen.
4. Order 4 – The Institutional Balance – growing understanding of systems, autonomy, and self-authorship.
5. Order 5 – The Interindividual Balance - becoming directors and creators of systems and understanding how they fit together.

It appears that Kim may have thought herself balanced between orders but is now "thrown back" to the start of a previous order. Pat will need to spend some effort to determine if Kim is now starting at or in Order 3 or Order 4. In addition, Pat will need to determine Kim's dynamics with family and work and determine the location and extent of her personal transition.

Pat will also be well-informed by applying Schlossberg's (Goodman, Schlossberg, and Anderson, 2012) work in counseling adults in transition, work instrumental in contemplation of student progression through the college experience, with Kim. Schlossberg posited the three questions of transition, (1) what do we need to know, (2) what are we likely to hear, and (3) what can we do with what we know and hear.

The first question focuses on adult development theory, the transition framework, and factors that influence transition (pp. 3-86). The second question is focused on the individual,

personal relationships, and work relationships (pp. 87-178). The last question focuses on individual and group therapy (or in this case, advising), consultation, program development, and advocacy (pp. 179-272). The "moving in, moving through, and moving out" model comes from the study of work transitions. Not often cited, but certainly present, is the fourth category of "moving in (again)" (p. 166).

"Moving in" relates to experience with expectations in a new culture with its associated norms and issues of marginality. "Moving through" relates to how someone progresses, regresses, or gets stuck between stages. In this stage, a person may have feelings of loneliness and incompetence, feel bored and stuck, and have greater competence demands. In "moving out," people experience changes where they experience loss and reformation of goals and articulate ambivalence. In "moving in again," a person may face displacement and find that they are reentering the process once again.

Kim is clearly in the "moving out" stage. As guided by Pat and others, she will need to refine or gain social and educational competencies to ease this transition. This may include reframing her current gained educational competencies or "moving in (again)" to training or certifications, higher degrees, or wholesale changes in her field of study.

Career Development

Kim has shown personal and educational accomplishment, good academic rigor, and persistence in the light of personal and career demands. However, when faced with new challenges, particularly her view that her degree is not marketable to employers and that she will soon face new financial demands, Kim needs to apply and reframe the academic knowledge and skills that she learned and the personal characteristics demonstrated throughout her studies and life. Pat may be able to help Kim in reframing her career prospects using her current degree.

Burning Glass Technologies (2013) published a report that if liberal arts majors combine a field-specific skill with soft skills gained in a liberal education, Liberal Arts graduates can nearly double the number of available jobs. The authors state that "these newly-available positions fall into occupations such as marketing specialist, operations analyst, and computer programmer, and offer an approximately \$6,000 annual salary premium over jobs traditionally open to Liberal Arts graduates" (p. 2).

In an analysis of liberal arts graduates and their earnings over time, Humphreys and Kelly (2014, p. 11) state that "the earnings gap between those with a baccalaureate degree in humanities or a social science field and those with a baccalaureate degree in a professional and preprofessional field closes over time." They also found that humanities and social science degree earners earn more than \$2,000 more a year at peak ages than those with professional or preprofessional degrees (p. 10).

Pat can then assist in resetting Kim's assumptions by reviewing liberal arts degree marketability information with her, providing career advising or referrals that assess current or interest-based field-specific skills sets. Based on these assessments, they can partner in investigating all types and levels of complimentary training. The Bureau of Labor Statistics (Angeles & Roberts, 2017) provides career information on wages and top five occupations of several liberal arts degrees, with "drill down" occupational data for each. For example, the top five careers for English language and literature degree holders at the time of publishing were elementary and middle school teachers, secretaries and administrative assistants, secondary school teachers, marketing and sales managers, and other miscellaneous jobs.

Through effective advising dialog and by using a matrix of academic and career advising approaches, Pat can help Kim achieve balance in her order of consciousness, progress in her life-

span and life space stages, and meaning-making in her transition. Furthermore, Pat can assist Kim in reframing her employment prospects as a nontraditional student.

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