

Essential Functions of Academic Advising

Integration

- **Overall connect:** Help students connect their academic, career, and life goals → 4
- **Major connect:** Help students choose among courses in the major that connect their academic, career, and life goals → 2
- **General education Connect:** Assist students with choosing among the various general education options (e.g., choice of capstone, cluster, courses within cluster) that connect their academic, career, and life goals → 10
- **Degree connect:** Assist students with deciding what kind of degree to pursue (bachelor of science, bachelor of arts, bachelor of music) to connect their academic, career, and life goals → 9
- **Out-of-class connect:** Assist students with choosing out-of-class activities (e.g., part-time employment, internships or practicum, participation in clubs or organizations) that connect their academic, career, and life goals → 12

Referral

- **Referral academic:** When students need it, referral to campus resources that address academic problems (e.g., math or science tutoring, writing, disability accommodation, testing anxiety) → 8
- **Referral nonacademic:** When students need it, referral to campus resources that address nonacademic problems (e.g., child care, financial, physical and mental health) → 11

Information

- **How things work:** Assist students with understanding how things work at this university (understanding timelines, policies, and procedures with regard to registration, financial aid, grading, graduation, petitions, and appeals, etc.) → 3
- **Accurate information:** Ability to give students accurate information about degree requirements → 1

Individual

- **Skills abilities interests:** Taking into account students' skills, abilities, and interests in helping them choose courses → 5
- **Know as individual:** Knowing the student as an individual → 6

Shared Responsibility

- **Shared responsibility:** Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills → 7

Additional Notes

1. The importance ranking was observed from 2193 undergraduates at a state university.
2. When student characteristics were taken into consideration simultaneously, **gender** (female[↑] vs. male[↓]), **age/cohort** (older students[↑] vs. younger students[↓]), **financial need** (yes[↑] vs. no[↓]), and **ethnicity** (African American, Asian American, & multi-ethnic students[↑] vs. White students[↓]) were the predominant characteristics that were uniquely associated with importance ratings.
3. Generalizations about students within any group should be made with caution.

References

- Smith, C. L., & Allen, J. M. (2006). Essential functions of academic advising: What students want and get. *Nacada Journal*, 26(1), 56-66.