

Professional Development Advising



Goals

The goal of professional development advising is to place more early childhood professionals in coursework that will advance their degrees and qualifications.

Practice Features

Professional development advising is defined as “a one-on-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications.”^{vi} In particular, advising involves providing information to child care teachers or staff about which college courses may enhance their learning or are needed as part of a certificate or degree. Advising may also include information about scholarships, grants, or loans available to teachers.

In addition to factual information about coursework, advising can also include guidance and support. An advisor guides teachers as they try to balance work and school and provides encouragement and help to teachers. Advisors also help teachers link their education to opportunities for promotions and increases in wages.

Advising is done by college faculty or staff, or seasoned child care professionals.

Target Audience

Early childhood professionals; preschool and prekindergarten teachers

Documented Outcomes

	Type of Study	Outcomes	
		Improved academic achievement*	Improved retention in college
Kot (2014) ⁱ	Quasi-Experimental	✓	✓
Young-Jones et.al. (2013) ⁱⁱ	Non-experimental	✓	

This table contains outcomes found to be associated with the program or approach. Individual studies may contain additional outcomes that were tested and not found to be associated with the program or approach.

*Aligned with the Smart Start outcome *Improved director knowledge* or *Improved teacher knowledge*

Professional Development Advising Snapshot

- **EC Profile indicator:** EDU 10 - Percent of children enrolled in 1-5 star centers that have at least 75% of lead teachers with college degrees or EDU 20 - Percent of children enrolled in 1-5 star centers that have directors with college degrees
- **Clearinghouse rating:** None
- **Research supports use** with early childhood professionals
- **Related Smart Start outcomes:**
 - Improved director knowledge
 - Improved teacher knowledge
- **Staff qualifications:** BA or higher in education or related field

Research Evidence for Professional Development Advising

- Studies have found that college students who receive advising are more likely to improve their academic performance and remain in school longer.

Review of Experimental and Quasi-Experimental Studies

Citation	Kot, F. (2014). The impact of centralized advising on first-year academic performance and second year enrollment behavior. Research in Higher Education, 5, pp. 527–563.
Population and Sample	2,745 first-time full-time freshmen matched those using centralized advising with those using no advising
Methodology	Quasi-experimental with comparison group
Purpose	To enhance student success, many colleges and universities have expanded academic support services and programmatic interventions. One popular measure that has been recognized as critical to student success is academic advising. Many institutions have expanded advising by creating centralized units staffed with professional advisors who serve specific student groups. In this study, propensity score matching was used to estimate the impact of using centralized academic advising at a large metropolitan public research university on undergraduate students' first-year GPA and second-year enrollment behavior.
Measures & Assessments	<ul style="list-style-type: none">• Records of student demographics and academic preparation characteristics• GPA and enrollment records• Student use of the Advising Center
Study Implementation	<ul style="list-style-type: none">• At the study institution, the Advising Center was the only official advising resource available to all undergraduate students until they completed 42 semester credits. After completing 42 credits, students were transferred to academic advising at the college level.• Advising assistance included evaluating transfer work, applying to degree programs, explaining catalog regulations, providing academic counseling, explaining academic standing policies, discussing goals, assisting with degree and major choice, helping students with academic difficulties, and providing guidance on using resources. Advisors also are expected to understand and communicate the core curriculum and university policies and procedures guide and support students in the development of semester course schedules; provide information about and strategies toward meeting students' goals; and assist in gaining responsibility for students' education choices and achievements.• At the time of the study, the student advisor ratio was 700 to 1.• Students were assigned an academic advisor based on the student's major. Advising sessions were scheduled in advance.
Staff Qualifications	<ul style="list-style-type: none">• Not addressed
Key Findings	<ul style="list-style-type: none">• Students who used centralized academic instead of no advising experienced an increase in their first-term GPA, second-term GPA, and first-year cumulative GPA.• Students who used centralized advising during the second term experienced a decrease in their probability of first-year attrition.

Review of Meta-Analyses

None

Review of Descriptive and Non-Experimental Studies

Citation	Young-Jones, A. D., Burt, T. D., Dixon, S., & Hawthorne, M. J. (2013). Academic advising: does it really impact student success? <i>Quality Assurance in Education</i> , 21(1), pp. 7-19.
Population and Sample	611 undergraduate students recruited from psychology department
Methodology	Non-experimental, descriptive
Purpose	This study was designed to evaluate academic advising in terms of student needs, expectations, and success rather than through the traditional lens of student satisfaction with the process.
Measures & Assessments	<ul style="list-style-type: none"> • Student self-assessment instrument of behaviors and attitude, engagement, and perceptions of social support • Student survey of expectations of advising • Student demographic information form
Study Implementation	<ul style="list-style-type: none"> • Participants were predominantly white (90.5%) ranging in age from 18-25 years (94.7%). They include college freshmen (59.6%), sophomores (21.1%), juniors (10.9%), and seniors (10.7%). The majority were full-time students (94.9%) with about one-third being first-generation college students. • At the university, advising was required prior to registration each semester until students completed at least 75 of the 125 credit hours required to graduate. • Undecided majors were advised in the Academic Advisement Center by professional advisors who also provided national-recognized training for all advisors on campus. • After students declared a major, they were referred to college or departmental advisors and advisement centers depending on individual educational level and major. Some colleges used professional advisors in college advisement centers and others used faculty members to advise students. Students in the psychology department, where the current study was conducted, advises about 700 majors through a combination of a departmental advisement center (coordinated by a faculty member) and faculty members advising students based on areas of interest within the field. • The measures created for the project were evaluated on a 7-point scale based on the strength of respondents' agreement. • Data were collected through an online tool. Instructors communicated the availability of the measures to students who could voluntarily choose to participate as one among several course assignment options.
Staff Qualifications	<ul style="list-style-type: none"> • Not addressed
Key Findings	<ul style="list-style-type: none"> • Six interpretable factors (i.e. advisor accountability, advisor empowerment, student responsibility, student self-efficacy, student study skills, and perceived support) significantly related academic advising to student success.

End Notes

ⁱ National Association for the Education of Young Children and National Association of Child Care Resource and Referral Agencies, Early childhood education professional development: Training and technical assistance glossary. 2011, Washington, DC: Authors.

ⁱⁱ Kot, F. (2014). The impact of centralized advising on first-year academic performance and second year enrollment behavior. *Research in Higher Education*, 5, pp. 527-563.

ⁱⁱⁱ Young-Jones, A. D., Burt, T. D., Dixon, S., & Hawthorne, M. J. (2013). Academic advising: does it really impact student success? *Quality Assurance in Education*, 21(1), pp. 7-19.

Additional Resources

Bridges, D. R., Davidson, R. A., Odegard, P. S., Maki, I. V., & Tomkowiak, J. (2011). Interprofessional collaboration: Three best practice models of interprofessional education. *Medical Education Online*, 16, pp. 1-10.

Deutsch, F. M., & Tong, T. L. (2011). Work-to-school mentoring: Childcare center directors and teachers' return to school. *Mentoring and Tutoring*, 19, pp. 157-177.

Matus-Grossman, L., Gooden, S., Wavelet, M., Diaz, M., & Seupersad, R. (2002). *Opening doors: Students' perspectives on juggling work, family, and college*. New York, NY: Manpower Demonstration Research Corporation.

National Association for the Education of Young Children and National Association of Child Care Resource and Referral Agencies, *Early childhood education professional development: Training and technical assistance glossary*. 2011, Washington, DC: Authors.

Quimby, J. L., & O'Brien, K. M. (20014). Predictors of student and career decision-making self-efficacy among non-traditional college women. *Career Development Quarterly*, 52, pp. 323-339.

Summers, M. D. (2003). ERIC Review: Attrition research at community colleges. *Community College Review*, 30(4), pp. 64-84.

Note: Research summaries could include verbiage directly reproduced from the research literature. Quotes and italics may be used to show a direct quote but not always.

Published: July 2018