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Academic advising overview in higher education (Literature review)

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Abstract
Academic Advising is an available opportunity offered by the university for all students. Success of this process based on cooperation between the Advisor Advisee and their institution. The Highly Qualified Advisor participate significantly in running of this process effectively, this will not been occurred without continuous and wise support of the institution and trustful advisee response. The concept of advising students has been present in some shape since the inception of higher education in America. In the late eighteenth century, Since then until now it is raising strongly and became one of the most targeted and important demand in efficiency of higher education. The paper (literature Review) focus on the most related important areas of interest in academic advising and the common related investigated points, which contributed in strengthen of weaknesses and establish its development.

Keywords: Higher education, qualified advisor, available opportunity

Introduction
An over view about academic advising
The historical aims of undergraduate education–involving students with learning and involving students with teachers–pertain to academic advising. The role of the academic advisor has shifted with cultural and historical changes. Before academic advising became a defined part of the university experience, formal divisions often kept students, faculty apart, and limited interaction between the two groups. In the late 1930s, many colleges and universities developed formalized but unexamined advising systems, which focused solely on the academic aspects of student life. By the 1950s federal funding for education resulted in an emphasis on accommodating new student populations, and universities began implementing freshman orientation programs.

Changes in the advising process result primarily from shifts in the undergraduate student population. In the twentieth century, new populations gained access to colleges and universities, demanding innovative responses from faculty and administrators. In the late twentieth and early twenty-first century, technological communication has signaled another major shift in the advisor (faculty) /advisee (student) relationship. Academic advisors are able to contact students through e-mail, and students are able to seek out academic advisors through electronic communication. As online education has affected university classes and research, academic advising has also had to adjust, and advisors have had to meet the challenges of using online communication to strengthen, not diminish, their interactions with students. Advising services can connect or direct students to various resources and opportunities designed to help students grow and develop. Traditionally, advising was the domain of faculty who mentored and guided students; however, advising has become increasingly professionalized in recent decades [1].

Academic advising process
Academic Advising is an opportunity to exchange information designed to help students to reach their educational and career goals. Advising is a shared responsibility between an advisor and the student. Ultimately, it is his/her responsibility to make decisions about their life goals by creating a plan to reach those goals. Academic advising is a multifaceted activity. Five dimensions are significant to the advising process. They include exploration of personal goals, exploration of career goals, review of academic program, selection of courses, and scheduling of classes [2].

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Academic advising in higher education

The role of the academic advisor shifts as student populations and administrative conditions in universities change over time. Faculty members are increasingly committed to teaching undergraduates, and academic advising is an innovative form of guiding that helps students become involved in their own choices. Instilling students with a sense of commitment to their plans and responsibility for their decisions is the cornerstone of the academic adviser's work. Academic advising in higher education may be a very good place to start. While advising by itself certainly cannot change the curriculum and co-curriculum, it can create a vital connection between students and their education—helping them to become more reflective and strategic about the choices they are making and the learning they are engaged in [3].

Academic advisors

They assist in this process by helping students to understand their options, determine resources and when necessary, identify alternatives. While they are urging to keep parents informed of plans and progress, the advising relationship is unique between the academic advisor and the student/advisee. The role of the academic advisor That, as much it is important as much it is so complex, requiring from advisors to effectively communicate with students/advisees, understand and interpret policies and procedures, follow institutional protocols, maintain student records, utilize technology, and engage in problem-solving. Authors categorize Advisors job functions into three major areas: student service and support, operational, and problem solving. Effectiveness of carrying out these activities depend on how advisors can successfully develop and draw on five major skill sets: informational, instructional, investigational, interpersonal, and integrative [4].

Brief history about the initiation of academic advising

The history and development of academic advising in the United States paralleled and reflected the history and development of higher education and student personnel work. The history of U.S. higher education is a chronicle of continuing growth and diversity of higher education institutions, their curricula, and their students. In loco parentis and the prescribed curriculum of the early years, as well as the small population of students in higher education, allowed the president of the college and the faculty to attend to the academic and moral needs of the students.

As higher education moved from the English, rural, residential model to the German paradigm, which was based on learning and research for its own sake, faculty roles began to change. After the Morrill Acts of 1863 and 1869 motivated the founding of land grant institutions and Black colleges and universities, the inclusion of practical subjects into the curriculum made higher education available to more students.

As this diversification of students, curricula, and institutions continued, the need for more specialized services for students also grew. Coeducation was the catalyst for the creation of the position of dean of women; consider being as the ancestor of student personnel services from which many forms of advising became permanent employers. After World War I, counselors of every category raise the importance of the use of psychometric assessments in their work. After World War II, the almost overwhelming influx of veterans on campus, fixed modern student personnel work as an important component of higher education.

In the 1940s and 1950s, faculty members were still the primary academic advisors for students. The enormous decision of enrollments in the 1960s and 1970s, the development of community colleges, the arrival of federal financial assistance for college, and the increasing smorgasbord of curricular offerings all establish the stage for the development of complementary ways to advise students.

Within this historical backdrop, academic advising had its beginnings, but only with the founding of NACADA in 1979 did academic advising begin the journey to professionalization [5].

Academic advising relationship with students

Advising is one pathway for postsecondary institutions to improve students' college knowledge and increase students' learning and development. However, the relationship of advising to students' learning outcomes is currently unknown. Consequently, we utilized data on the college experiences of approximately 25,000 senior undergraduates from 156 bachelor's-granting U.S. higher education institutions. We found that, holding other factors constant, the utilization of advising services has a significant and positive association with students' self-reported gains and grades. This finding comports with previous studies on the effect of advising that focused on a single institution or used small samples [6, 7, 8, 9]. We also found that conducting individual student academic advising session's experiences, has a stronger relationship with self-reported gains than grades. These findings support current concepts of advising services that individual students' interactions with advisors are crucial for *learning outcomes*. Additionally, we found that an institution's overall academic advising climate has a significant influence on students' perceived gains, but not *grades*. We suspect that advising is focus on developing multiple aspects of students' learning and development (e.g., emotional development, practical/career skills, and academic knowledge) is responsible for this differential relationship.

Our self-reported gains measure reflects students' evaluation of their overall cognitive and non-cognitive development, while grades a measure of student's academic performance in various academic courses. These results support the notions of developmental advising service on student learning, implying that academic advising is not only for diagnosis and intervention of academic difficulties, but also for students' holistic development. We found individual academic advising experiences relationship to students' grades and perceived gains varied between institutions. While we did not observe any negative correlation between advising experiences and our outcomes, advising appears to have a stronger relationship to students' learning and development at some institutions and a negligible relationship at others. This finding is not particularly surprising given the variety of advising models institutions employed by institutions.

As there are many researches that investigated how the relationship between individual advising experiences and student's outcome variables varied between institutions. Although, there are many studies did not observe any negative cor relation between advising experiences and

student's outcomes, there are others perceived a negative association.

Impact of academic advising on students' performance

Many researchers have stressed the impact of academic advising on students' retention, academic success, and satisfaction [10, 11, 12, 13]. However, several students at a Lebanese private university do not seem to value academic advising, as they do not usually seek it. Therefore, this study investigates students' perceptions of their academic advising. More specifically, the researcher examines Students' awareness of the process of academic advising, as well as the role of an academic advisor, Students' attitudes towards the academic advising they receive at the university, The impact of gender, major, and academic status on their attitudes. Using a mixed-methods approach, the researcher surveys a purposively selected sample of 185 students of different majors, gender, and academic statuses and complements the survey with three focus groups. Triangulation of methods is used to ensure validity of the findings. Major findings reveal that many of the participants seem to perceive academic advising negatively as they had unsatisfactory experiences with their academic advising and advisors. Gender, major, and status did not affect the participants' attitudes. They seem to be aware of the important role the advising process and the academic advisor could have on their university life. However, their expectations of academic advising did not match with what they received from their advisors. The researcher suggests several changes that are likely to ensure effective academic advising at the university.

Academic advising services and students' impacts

Also, [14] explored the relationship between academic advising services and senior's grades and self-perceived gains. This study found advising experiences has a positive relationship with students' grades and self-perceived learning gains. Additionally, the results indicate that the institutional advising climate is positively correlated with perceived learning gains, but not grades. The results also showed that the relationships of advising and students' learning and development varied across institutions. Implications for policy and practice were discussed.

Academic advising training programs

Effective advising programs use tools and technologies to help advisors communicate with students, campus partners, and other stakeholders; to manage student information; and to share information and resources. Technology permeates our students' lives, and plays an essential role in their educational experiences. Consequently, advising units need to integrate appropriate communication and information tools in all aspects of the advising process, from outreach, recruitment, and retention, to management, delivery, and evaluation of the unit's services and programs. To achieve this, units should regularly evaluate their technological capacities and evaluate their students' technological preferences.

Developing effective training opportunities for academic advisers is important for student satisfaction and persistence. As stated by [15], "to ensure that academic advisers are prepared to address these factors and to work with students effectively, a comprehensive and ongoing

adviser training program is essential" (p. 289). Most faculty advisers had very little formal advising training and gained their skills by the "learn as you go" method and one-on-one observations with more seasoned faculty colleagues. A layered, or tiered, approach to training was developed to assist faculty advisers in understanding the philosophy of advising, student development issues, as well as particular state and college policies and procedures.

The increasing impetus for change in academic advising systems in recent years has resulted in a large number of descriptions of innovative and trend-setting programs. Four that might be of special use today are descriptions of training programs for faculty advisors. [16] focuses on training academic advisors for career-planning duties; [17] describes a program for training faculty advisors in personal and interpersonal problem-solving skills; [18] describes a training program for graduate students as academic advisors; and [19] discusses an outreach workshop for academic advisors sponsored by the counseling service.

Additional program descriptions covering a wide range of programs from a departmental advising system to computerized program appear in this article's bibliography. A final group of advising literature consists of how-to guidelines, including [20] article on how to handle referrals, [21] manual for advisors, and [22] discussion of how task groups developed a management system for faculty advising. [2] Work focused on the community college, but it greatly affected the profession of advising and suggested a developmental view and application of advising. [2] Set forth what he identified as four steps for "the dimensions of the process of academic advising"). They are as follows: (a) exploration of life goals, (b) program choice, (c) course choice, and (d) scheduling of classes. This type of advising is not primarily focused on the time a student spends in college, but instead incorporates life-long and career goals. O'Bannon's logical sequences and "description of the requisite skills, knowledge, and attitudes also provided a perspective that hinted at developmental academic advising" [23] "Encouraging the development of the relationship between the advisor and student is critical to this model, which is based primarily on adult development theory and student development theory" [24] Crookston believed that students and advisors have a mutual responsibility concerning the overall quality and application of the advising experience.

The "developmental academic advising" was first used in the book, Developmental Approaches to Academic Advising [25]. According to [23], "developmental academic advising stimulates and supports students in their arduous search for an enriched quality of life; it is a systematic process based on a strong student-advisor relationship, intended to help students in achieving educational and personal goals through the utilization of the full range of institutional and community resources. As described by [23].

Parameters control a successful advisor/advisee relationship

A number of studies demonstrate that satisfaction with advising and other outcomes is affected by many important questions e.g. who advises? How advisors trained? What are the axes of training? Studies on the effect of peer advisors vs. faculty advisors generally conclude that student-advised students are more satisfied with their advising *but do not enjoy* more academic success than faculty-advised students.

[26] found that trained counselors rated higher than faculty advisors in quality of advising Recent studies have noted gender effects on advising: [27] found that freshman women and men preferred same-sex academic counselors, and 28 suggested that women faculty advisors positively affected women students' career-related attitudes." Among faculty skills affecting student outcomes [29] demonstrated that faculty advisors with good attending and self-declaration skills had a higher advisee retention than did those with poor skills." Studies by [30, 31, 32] suggested that advisors' interpersonal skills influence students' attitudes toward use of advising. [33] Found student attitudes positively related to degree of advisor knowledge about students and their concerns." Group interaction and faculty/student advisement were sufficiently noted also by [34] who found lower attrition rates for students whose advisors were trained in group advising techniques than for those with untrained advisors; Moreover, [35] who revealed greater grade improvement for marginal students whose advisors learned self-management techniques than for those with untrained advisors." Several studies by [36] indicated that the more released time by advisors, the more satisfaction from advisees.

Advisors/advisees evaluations
Another body of research on academic advising concerns attitudes of faculty advisors toward advising. Not surprisingly, surveys of faculty advisors show that their attitudes toward effectiveness of advising are generally less negative than those of students. No actual consensus, however, is apparent, and research in this area is scarce and somewhat eclectic. [37, 38] sought the views of faculty advisors about their role and effectiveness. Also, predictors of faculty interest in student advising in the college community examined significantly by [39].

Academic advising and student (advisee) careers
[40] Surveyed faculty perceptions of the effect of advising on their careers; and [41] reviewed collective bargaining contracts for reference to advising duties." Some evidence of weakness in faculty preparedness was found by [42] who revealed that faculty advisors misperceived student thinking about major and career choice; and by [43] who found large gaps in faculty knowledge of the campus referral system. [44, 45] discuss the interface of advising and CAREER PLANNING." Both the Southern Regional Education Board and [46] conclude that faculty advisors should be trained in career planning skills, but [47, 48] argue that trained career counselors are better suited than are faculty members to assist students in career decision-making. The literature also, presenting working models of peer advising [49, 50]. Integrated advising and career planning models were positively discussed by [51] and centralized departmental [52] also, centralized institutional approaches through student advisement [53].

Specific advising / traditional advising techniques
Far fewer studies relate student outcomes to programs or techniques used in Advising. [54] revealed that freshmen and transfer students in a centralized counseling/advising program staffed by released-time faculty members showed greater gains in grades and course loads and greater decreases in attrition and course withdrawals than did those in a traditional advising program. Among specific advising techniques, [55] found that computer-assisted counseling

produced greater gains in grade-point averages for probationary students than for their counterparts who received traditional advising; [56] revealed benefits in grade-point averages for students whose advisors used a standardized strength-weakness sheet; [57] recommended through their study that a computerized academic progress report reduced advisor error."

Models and outlining delivery systems for academic advising
[58] reviews the literature on advising and retention, [59] sourcebook provides a historical overview of advising, a review of delivery systems, and a discussion of the relationship of advising to students, faculty, student personnel services, and student retention. 'Finally, the [25] sourcebook, the latest and undoubtedly one of the most useful sources to date, concerns developmental approaches to academic advising. The chapters in this volume review academic advising delivery systems and discuss the need for evaluation, the advising of special populations of students, and the training of academic advisor. The literature presenting models and outlining delivery systems for academic advising is chiefly of later date. [60] Is the earliest to present a developmental model of academic advising as distinguished from traditional faculty advising [59] Posits his developmental model on four functions and four stages of advising; [61] presents a pragmatic philosophy about academic advising developmental approach, [62] reviews the model based upon four types of advising along seven characteristics. [63, 64] offer variations on the developmental approach with a performance appraisal and a contract learning model. Other proposals include use of fulltime academic counselors from the faculty [65] a combination of professional and paraprofessional counselors, faculty advisors, and/or peer counselors [2, 66, 67] were the elites in that concerned point. Professional and paraprofessional counselors was discussed by [68, 69, 70] represented a model of the teacher pastoral role, On the other hand [71] raised a systems-design training model for academic advisors. [72] Designs a three-component advising-retention model, and Spencer outlines advising by computer.

Quality of academic advising and student's level
One aim of all educational institutions is to advance the relationship between academic advising and students' outcomes. The purpose of this literature review was to examine whether the level of quality of academic advising as measured by the advisor's meeting frequently, in formativeness and availability, educational support, and career support predict students' persistence outcomes as measured by college loyalty, intent to drop out, social integration, and academic integration. This study helps provide evidence and empirical data to the field of academic advising by investigating its relationship with students' college commitment. The study was guided by Tinto integration theory [73] and Astin involvement theory [74].
The literature derives from Saudi and United States studies, the analysis of this literature resulted in the identification of the academic advising relationship with students' outcomes. The findings are suggesting that quality of academic advising matters for students' college commitment and positively predicted students' perceived academic integration. Future research should continue exploring the relationship between the quality of academic advising and

students' college commitment but not necessarily limited to one institution or community [75].

Creating a Personal Philosophy of Academic Advising

[76] Refer in his research to the importance of creating a written personal philosophy of academic advising requires thought, introspection, study, and clearly communicated personal objectives for advising. It takes time and commitment by those actively participating in the field. Although not an easy or quick process, documenting a personal philosophy can and should be done by all academic advisors.

The new advisor can take heart: An advisor's personal philosophy belongs to him or her alone and can thus take the form and content that best embodies individual preferences in prose and priorities for practice. Although the advisor should consider existing guidelines and include essential components, the philosophy mirrors her or his unique view. In addition, new advisors can expect to incorporate changes into their personal philosophy to demonstrate their increased understanding of advising, advisees, and their institution and unit. A living document, the statement of personal philosophy serves as a reference to which the advisor can return to draw inspiration and reconnect with the reasons for entering the field. The creation and maintenance of a personal advising philosophy helps an advisor become more effective now and in the future. [77] Defined the personal philosophy statement, as the positive reflection of personal philosophy of academic advising and self-motivating statement of academic advising, as the practitioner perceives it. The advisor uses theory as a foundation for approaches with students. The statement serves as an explanation for the reason to take on advising responsibilities, guides day-to-day decisions, helps shape advising goals and objectives, and provides a solid basis for practice.

Also, mention the Purpose of the personal philosophy of academic advising which gives structure to advising sessions and provides "a sense of clarity and focus in day-to-day interactions with students and in long-term career goals, it allows an advisor to incorporate theories of student development into daily work and "provides a clear rationale" for interactions with students.

Even if they do not realize it, every advisor already operates under a personal philosophy of academic advising. Each uses a selected (perhaps initially without intention) approach and method in practice. Awareness of one's own personal philosophy of academic advising enables the advisor to examine and improve their relationships with and the outcomes for students. Therefore, all who advise students, such as staff, faculty members, graduate students, and undergraduate peers, should develop and express a personal philosophy of academic advising.

Academic advising problems and benefits

[78] Refer in his paper to the concept of academic advising adopted by a university, the extent of awareness of academic advisors and stakeholders in the academic advising concepts, and the extent of clarity of the role of the academic advisor plays a big role in the success and benefit of this process. However, just as the inadequacy of this concept, its ambivalent form and nature along with the absence of a clear job description of the role of the advisor plays a big role in the failure in offering. Academic services and benefiting from them. Thus, the significance of

academic advising highly correlated with the fact that it is a basic cornerstone in the university; it is the connection point between student semester schedule and registration. The clearer and more specific and controlled the academic process is, the easier and unadorned the registration process becomes.

Conclusively, academic advising is an important aspect, which has a significant impact on student's development in higher education. The findings of the study provide support that shows the importance and impact advising problems has on students in general, and their academic achievement in particular. Academic advising emerged as a significant predictor of academic achievement. A lot needs to be done in the area of academic advising in terms of student needs, expectations, and success rather than through the traditional lens of student satisfaction with the process. This can be done through an effective collaboration amongst the university, advisors, and students, which would lead them to a feeling of stability. Thus, it would positively motivate them to increase their academic achievement. In this regards, [79] concluded that if institutions plan to continue advising programs, they should seek to substantiate its effectiveness. However, this might lead to restructuring the provision of advising services in an effective and efficient means that meets the needs of both the colleges and the students.

A discussion of the results of the study reveals the need of university students for assistance in overcoming their different problems especially those related to the preparation of the advising program, or recommendation to adjust rules and regulations to meet students' needs and that of the educational process.

Mandatory advising, satisfactions and dissatisfactions

[80] They refer to the Mandatory Advising, as there are many positive ways in which academic advising contributes to student success. Good advising can provide students' opportunities to interact with a faculty or professional adviser, feel more connected to their institution, clarify course selection, and serve as an educational and/or vocational check-up.

Students who rate their advising as good or excellent are more likely to interact with faculty in various ways, perceive the institution's environment to be more supportive overall, are more satisfied with their overall college experience, and gain more from college in most areas [81]. This is which realize that the better advising the overall good experience in completely academic life.

As for Cons of Mandatory Advising, in some cases, academic advising does not play a positive role in a student's life. As Tinto (as cited in Dyer & Myers, 2005, p. 284) found, "more students leave college before completing a degree than stay and graduate." One factor in this low retention rate is student dissatisfaction with a university. The negatives associated with mandatory academic advising include advisers' lack of time to pay attention to individual students, poor quality academic advising, and the perceived coddling of students.

Logistical issues such as staffing, especially at large institutions can hinder the possibility of implementing mandatory academic advising. If there are too many students assigned to a single adviser, the possibility of short, impersonal advising sessions is greater. This will leave a negative impression on the student, not only of the adviser

but the institution as a whole, which the adviser represents. If the advising session is simply to sign off on next semester's schedule, it is likely the student will feel that the mandatory meeting was a waste of time. In addition, strong academic students who can master their course schedules by themselves might view a requirement to meet with an adviser as pointless.

Global raising of virtual contacts and progress in academic advising

Over the past few decades, education administrators and conscientious academic advisors have put fruitfully efforts to meet the needs and concerns of students to deliver optimum student satisfaction [82].

In the recent years, the administration of academic advising underwent a radical transformation on account of the technological developments which have altered the processes by which student information is collected, stored, and accessed [83].

Since academic advisors have a unique opportunity to reach the diverse set of students they advise, the usage of traditional practices have less relevance in the technologically driven and student service-oriented environment in which face-to-face services are replaced by technology. In this context, designing effective academic advising systems has emerged as major academic intervention towards reaching the goals of learner-centered education [84]. The contemporary delivery of academic advising will be increasingly in the form of distant and virtual contacts, less restrained by office hours and staff availability and call for modifications in the forms and functions of traditional academic advising delivery [85].

The contemporary pressures of Globalization arising out of new communications, Information Technology (IT) and scientific progress have a tremendous bearing on designing of effective academic advising systems. World Wide Web (WWW.) access methods now allow for a user-directed applications and interventions. Students, for example, can now review their transcripts, degree audits, and billing status, all from anytime and anywhere through internet. Advising services staff have to reckon with these current challenges and in this context, conversion to the usage of technology will increase the efficiency of service and student satisfaction [86].

Finally, we will not reach full attention of whom who concerns about the importance of Academic Advising Process, until we gain their confidence due to our continuous developmental reaches on that field.

A quick overview about previous discussed topics

In the 1940s and 1950s, faculty members were still the primary academic advisors for students and in 1979 till now academic advising begin the journey to professionalization.

Additionally, we found that an institution's overall academic advising climate has a significant influence on students' perceived gains, but not *grades*.

Triangulation of methods is used to ensure validity of the findings. Major findings reveal that many of the participants seem to perceive academic advising negatively as they had unsatisfactory experiences with their academic advising and advisors.

The results also showed that the relationships of advising and students' learning and development varied across institutions. Implications for policy and practice were discussed. Developing effective training opportunities for academic advisers is important for student satisfaction and persistence.

The "developmental academic advising" was first used in the book, Developmental Approaches to Academic Advising. "Developmental academic advising stimulates and supports students in their quest for an enriched quality of life.

Studies on the effect of peer advisors vs. faculty advisors generally conclude that student-advised students are more satisfied with their advising but do not enjoy more academic success than faculty-advised students.

Surveys of faculty advisors show that their attitudes toward effectiveness of advising are generally less negative than those of students.

Both the Southern Regional Education Board and conclude that faculty advisors should be trained in career planning skills, but argue that trained career counselors are better suited than are faculty members to assist students in career decision-making.

Among specific advising techniques, found that computer-assisted counseling produced greater gains in grade-point averages for probationary students than for their counterparts who received traditional advising;

The findings are suggesting that quality of academic advising matters for students' college commitment and positively predicted students' perceived academic integration.

A personal philosophy of academic advising should include a description of the approach (s), student development theories, and interaction strategies used in practice. The philosophy also can include an explanation of interest areas and ways in which the advisor uses (or intends to use) them. Advisor interest does not necessarily translate into a specialization; academic advisors should purposely acquire a broad knowledge base as well as identify specific topics that they find particularly applicable or intriguing. New advisors may explore issues that will advance their own self-development or the profession.

An advisor's personal philosophy should indicate the level of mastery to which the advisor aspires. Delineated four levels of professionalism advisors demonstrate through actions and behaviors: advising practitioner, emerging advising professional, academic advising professional or academic advising scholar. An advisor's philosophy should affirm the choices made now and in the future to reach the classification of choice.

Creating a Personal Philosophy of Academic Advising an advisor must build a solid academic foundation in advising and in student development. A new advisor can develop his or her knowledge base through classes, readings, and study.

Advising is not only giving advice and preaches that can be given by anybody, but it is also a controlled, organized, and systematic process based on scientific and moral basis in providing academic advising assistance to those who needs it. In this context, [87] points out that the purpose of academic advising is not in reminding students about areas of failure, negligence and dereliction of students in their academic and educational path and overcoming problems they encounter, but it is also directing and guiding them in the manner that helps them to become an effective and a thinking force through raising discussion and debate with their colleagues and teachers alongside with thinking about the ways on how to solve their problems in scientific ways.

Good advising can provide students opportunities to interact with a faculty or professional adviser. Mandatory Advising raise its importance as there are many positive ways in which academic advising contributes to student success, thus it became highly needed and should be recommended, while, the other hand, the negatives associated with Mandatory Academic Advising include advisers' lack of time to pay attention to individual students, poor quality academic advising, and the perceived coddling of students. That is why Institutions must ask, "What does advising mean on our campus?" If advising is utilizing simply for scheduling classes, mandatory academic advising might not be useful.

The contemporary delivery of academic advising will be increasingly in the form of distant and virtual contacts, less restrained by office hours and staff availability and call for modifications in the forms and functions of traditional academic advising delivery.

Overall, the research on academic advising dominated by surveys of student opinion, whereas studies correlating specific advising programs and techniques to positive student outcomes and those examining the relationship of student characteristics to advising effectiveness remain scarce. In the theoretical and general literature, the developmental view of advising is becoming dominant, although no consensus is apparent concerning the nature of the relationship between academic advising and career planning and the roles of faculty members, counselors, and other student personnel professionals within the new developmental framework. As we overview so many topics had been studied and analyzed by researchers in that field, still the main important fact, the good advisor reach to good advisee realizing successes to all efforts spent to continuous development.

Academic Advising Today, a **NACADA**
Member benefit, is published four times annually by NACADA: The Global Community for Academic Advising. NACADA holds exclusive copyright for all Academic Advising Today articles and features. For complete copyright and fair use information, including terms for reproducing material and permissions requests, see Publication Guidelines, work focused on the community college, but it greatly influenced the profession of advising and suggested a developmental view and application of advising. Set forth what he identified as four steps for "the dimensions of the process of academic advising" (p. 11). They are as follows: (a) exploration of life goals, (b) program choice, (c) course choice, and (d) scheduling of classes. This type of advising is not primarily focusing on the time a student spends in college, but instead incorporates life-long and career goals. O'Bannon's logical sequences and "description of the requisite skills, knowledge, and attitudes also provided a perspective that that hinted at developmental academic advising" "Fostering a relationship between the advisor and student is critical to this model, which is based primarily on adult development theory and student development theory" (Crookston, 2009) Crookston believed that students and advisors have a shared responsibility concerning the overall quality and application of the advising experience.

Although an individual statement of academic advising philosophy differs from that of other advisors, the document often and justifiably includes common elements. For example, an advisor's philosophy should reflect the spirit of the NACADA Statement of Core Values of Academic Advising [88], the ethical code that guides the profession. Advisors need not directly reference the institutional or unit visions, values, missions, and goals in their personal statement; however, their articulation of advising, personal values, personal advising mission, and professional goals should not stand in opposition to the values featured in institutional documents or set down by NACADA.

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