



E-ISSN: 2706-8927
P-ISSN: 2706-8919
www.allstudyjournal.com
IJAAS 2021; 3(1): 303-309
Received: 24-11-2020
Accepted: 27-12-2020

Dr. Rania Hamed Ghanem
Assistant Professor-Natural
Sciences Chief Coordinator-
Student Academic Advising
RAK Medical & Health
Sciences University,
United Arab Emirates

Dr. S Gurumadhva Rao
President of RAK Medical and
Health Sciences University,
United Arab Emirates

Corresponding Author:
Dr. Rania Hamed Ghanem
Assistant Professor- Natural
Sciences Chief Coordinator-
Student Academic Advising
RAK Medical & Health
Sciences University,
United Arab Emirates

The historical path of academic advising evolution– (Part 1)

Dr. Rania Hamed Ghanem and Dr. S Gurumadhva Rao

Abstract

To build up a future successfully you need to, know the past efficiently and to start building the bridge between past and future you have to fix your steps on a hard solid present through your wide knowledge. This review will display the initiation and development of academic advising since it was a simple spontaneous tool of student guidance, and could be done by anyone in the educational field until it reached now a days that higher level of professionalization, by being the most important target and distinct for success and efficiency specially in higher education. This professionalism is the normal result of continuous studies and sincere practice during a very long fruitful non-stop journey. In this part (1), we will discuss a brief review, screening the Trended Articles in Academic Advising during 2009 to 2015, and then the second part will discuss from 2016 to 2020.

Keywords: historical path, academic advising evolution

Introductions

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 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, which consider being as the forerunner of student personnel services from which many forms of advising were employed.

After World War I, counselors of every ilk were hired and the use of psychometric assessments aided their work.

After World War II, the almost overwhelming influx of veterans on campus (thanks to the GI Bill) solidified 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 tidal wave of enrollments in the 1960s and 1970s, the development of community colleges, the advent of federal financial assistance for college and the increasing smorgasbord of curricular offerings all set 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 academic advising begin the journey to professionalization. In a very detailed and interesting demonstrative study, about the initiation of Academic Advising Process, Cook, S. (2009) ^[1] went smoothly and briefly with the raising of higher education quality in USA before academic advising have been defined.

She illustrated it through several decades, starting from 16th through 19th centuries. Then by the beginning of 20^s century Academic Advising became defined but unexamined activity.

After that the specialization of this process before first world war WW1, until WW2. Finally, since 50s until 21st century, Academic Advising raised as a defined and examined activity. By 21st century until 2009, she went through that significant and effective evolution of this process, proving by it how much it became initial and significant in Higher Education world.

FROM 2009-T0 2015

Here are brief review, screening the Trended Articles in Academic Advising during this period: 2009 McClellan ^[2], represent his view about Thought leaders, and how important it is as a way of common famous guidance. Thought leaders are those whose ideas are so influential as to alter the way people think and act in the world. Great thought leaders represent one of the major driving forces of history and an underlying power for constructing local and global culture patterns. Individuals like Muhammad, Jesus, Aristotle, Confucius, Plato, Locke, Gandhi, and numerous similarly and less well-known figures have come to, both directly and indirectly, guide our thinking and structure our values and actions. Following trusted ones in student's life or as known by role Models empathized their life and encourage them not be alone trapped in their internal in darkness. While the question of who has been the greatest thought leader of all time could largely be debated, the importance of thought leaders in relation to the promotion of ideas and the onward march of history is indisputable. At critical times, they emerge to give shape to the values of their societies and impetus to people's actions. Just such individuals (Advisors) are now needed within to catalyze its march into the future and considered to be the specified persons who are Lighting Student Pathways.

2009 McGillin ^[3], she discussed several very important Points about Advisors. Explaining that the field of academic advising has focused much of its energy in the past 20 years debating, the "right" way to advice, effectiveness of type of advising either it is developmental or prescriptive, focusing on praxis or individual development, the most appropriate combination of approaches, the array of new advising models should a beginning (or experienced) and the skills the advisor must gain to learn how to "do" in order to be effective.

Then she concluded here questions by simple answers based on many studies. Depend on the current landscape of theories, philosophies, and approaches to advising, such as those listed in the NACADA Clearinghouse of Academic Advising Resources (Developmental Advising, Intrusive Advising, Appreciative Advising, Advising as Learning, Lifespan development and lifelong learning, Strengths Based Advising, Advising as Teaching, she urge advisors to consider the ways in which the disciplines shape the advising discourse and how that might shape the development or selection of an advising model consistent with that disciplinary discourse. According to the disciplinary teaching and learning literature within the disciplines (a comprehensive list of disciplinary journals that publish scholarship of teaching and learning can be found at www.podnetwork.org/resources/periodicals.htm). Rather than seeking one model of advising across their

institution, consider how the major disciplines can help promote a rich array of advising conversations.

(2009). Kem, ^[4] she discussed how advisors could help students during and after disasters. In addition, illustrate different phases of any disaster. Then offer her guidance to academic advisors about how much their role is important during these phases in advisees' life. Advisors can help students understand the need for a support group where survivors have the opportunity to talk and share feelings about the event. Advisors should encourage involvement with activities outside of self, and time to relax with friends. The University of Wisconsin Extension Service notes that, it is important to encourage survivors to recognize the necessity of letting other people help. They also should recognize that disbelief, anger, sadness, anxiety, depression, and a rollercoaster of emotions is normal after a disaster. Survivors must be patient with themselves and others. They must refocus on the big picture instead of obsessing about little details and problems; they cannot expect things to be instantly restored. Stress can be relieved by working out, getting enough sleep, listening to upbeat music, eating correctly, and managing time and finances.

Moreover, she mentioned the importance of strong support network of family, friends, clergy, and advisors is essential, but advisors should know when and how to refer the survivor to professional help. Rather than suggesting that individuals need psychological help, use more palatable terms such as; talking with someone about available resources or the stress of a disaster.

Conclusion from this that retrieval and quick return to the normal state of health from disasters is a process that takes time – for both advisors and advisees. All must realize their own stages of recovery and accept that these stages highly affect how to respond to students. Advisors must be tolerant and understanding with themselves and with advisees if they are insist and aimed to help achieve recovery.

2010: Nutt, ^[5] high light a spot about the role of academic advising in the lives of their students and in the health of their institutions and how it's influence deeply in the continuous grow of respect value. Whether institutions are analyzing their programs for first-year students, at-risk students, or students on probation; or preparing for regional or content area accreditation visits; or evaluating how best to use technology to enhance student learning and student connection to the institution, it quickly becomes emphasized that academic advising plays a significant role in the success of these ventures. Administrators and institutional constituencies increasingly understand that academic advising touches every issue and must be a part of discussions dealing with students' success in reaching their academic, career and personal goals.

As they continue to deal with decreased funding and increased student numbers, the issue of student success grows more important to the administrators, students, and public constituencies. As student success is often measured by retention and persistence to graduation, it is necessary to raise level of gaining skills for advisors and advising administrators by enrich and enhance their knowledge, talents, and skills through continuing professional development.

2010 Betts and Lanza, ^[6] discussed in their study online education and how it became now an integral part of higher education in the United States. Allen and Seaman (2008) ^[7] reported that "online enrollments have continued to grow at

rates far in excess of the total higher education student population, with the most recent data demonstrating no signs of slowing” (p. 1). Ambient Insight (as cited in Nagel, 2009),^[8] noted that nearly 12 million post-secondary students take some or all of their classes online, with more than 22 million students projected to take classes online in five years. Although online enrollment increase annually, student attrition in online education is reported to be higher than traditional on-campus programs, ranging between 20% and 50% (Diaz, 2002;^[9] Frankola, 2001)^[10] and even reported as high as 70% to 80% (Dagger & Wade, 2004;^[11] Flood, 2002)^[12].

Online education is an integral part of higher education. While online students may not physically come to campus, the MSHE data indicates that online students want an educational experience that is personalized, where they are addressed by name, can interact synchronously / asynchronously, and are provided reminders just as they would receive in a traditional classroom. Technology allows academic advisors to reach out and contact online students and bring the campus to online students using OHT strategies, and this could minimize the loss of being away from normal academic life for any reason and due to any unknown stress for both Advisors and Advisees.

2010 McGillin, *et al.*^[13] Those Three members revealed from their survey how much it’s important to be examined rewarded. Assessment and reward of faculty advisors is a hot topic at institutions with faculty advising systems. As the advising has so rarely been fully integrated into the faculty assessment and reward system, i.e., the teacher/scholar/service tenure process, the dilemma of either no assessment/reward system or parallel advising systems of assessment and recognition is often discussed.

Moreover, they concluded that, advisors still report high personal satisfaction in involving students in the advising process by their continuous guidance. They are doing better collecting feedback, but the assessment information still not utilized to create faculty development opportunities. Consensus of session attendees illustrated that training still needs to be mandatory for faculty advisors, especially if they are adequately prepare faculty for the role of advisor. Although tenure and promotion may include an advising component, the weight given to this area is not equal to the importance of the role of advising.

In addition, there were not much progress has been made since Drake (2008)^[14] reported results of her survey. However, faculty advisors already realized the important role of advising and how it has a positive influence in the success of students. Working on raising its importance must continue to advocate for increased assessment, training, rewards, and recognition for this major component of the college process.

2010: Robbins,^[15] for most students, starting university is exciting, daunting, challenging scary-fun! Students come to university from a wide variety of backgrounds and prior educational experience. Face-to-face meetings build student confidence with staff and provide tutees with a feeling of belonging in the academic community. Through fortnightly tutorials, students get to know one faculty member well, so they have somebody to contact if they experience difficulties that interrupt their studies.

Students who face personal problems have a difficult time focusing on their studies and progress at university. So, being and advisor specially faculty member will facilitate

making academic decisions on behalf of the student and clear these with colleagues.

Group-work teaches cooperation between students and helps build cohort identity and peer support among students within the discipline. This helps combat information overload that happens at the start of the year by drip-feeding information to students at the time when it is relevant.

Face-to-face meetings, Group working, discussing faced problems, high retention and helping students to take proper decisions, all realized by good advising. This track of efficiency provides holistic support for all students.

2011 Applegate and Hartleroad.^[16] Both discussed an important and stressful issue in advising today, “large advising load” .Many of today’s academic advisors are overwhelmed by the huge number of students in their advising loads and their responsibility to help these students develop academically and personally. What exactly open to them gates of challenges which activate their skills to deal successfully with the proper way an advisor effectively advise this number of students, the time it take an advisor to manage this demand, the existence of accessible resources that are not being utilized efficiently.

Through their investigation, they reached an interesting results based on defining, a “large” advising load, student populations, effective formats for various student populations and possible resources.

When addressing the challenges of managing current large advising loads, academic advisors can benefit tremendously from categorizing their advisees, identifying specific student needs within these categories, selecting appropriate advising formats, and utilizing available resources. Although it is critical that advisors may be loaded with work and each student is an individual with individual needs. Nevertheless, they must remember that students deserve the guidance needed to help them navigate the bureaucracy and challenges of college in order to be successful.

As this consider being one from advisors challenges, so the efficiency lead to searching for the help and guidance from the experts in that field. NACADA is an incredible support organization settled on the top, due to their continuous and ambitious effort in academic advising, to assist academic advisors in this professional endeavor.

2011: Wallace,^[17] revealed through his survey many outcomes. One of the intended outcomes of the 2011 NACADA National Survey included a better understanding of faculty advising. Six survey questions addressed faculty-advising issues, and the results provide encouraging insight into the value of advising, the important role that faculty members fill as advisors, and helpful data on faculty advising practices in a variety of institutional settings.

Despite helpful data gained from this survey, the generalizability of findings from one institution to another remains limited because the survey questions do not examine some of the key factors that make faculty advising unique to each campus, such as institutional mission and goals, campus climate, politics, resources, and differences in faculty roles and responsibilities.

While more in-depth, it has urgently needed to design research about the complexities of faculty advising, readers can use the survey findings to initiate critical examinations of their own faculty-advisor programs. They can also raise questions about efforts on their campuses that support and motivate faculty members to strive for excellence as advisors.

The most common queries, which latterly raised to reach the core of these researches, are Key Role of Faculty Advisors, Advising Caseload, Professional Development, Recognition and Reward. The findings from the 2011 NACADA National Survey provide useful insight into the important role of faculty members as advisors. On one hand, respondents remark faculty academic advising as an integral component for mission success at institutions of all types.

On the other hand, long-standing problems still delay the innovation of quality faculty advising.

The limited scope of the survey items indicates that investigations at greater depth would provide a wealthier understanding of faculty advising.

2012 McCleaf,^[18] Spot the light on the students in Mary Baldwin College, that they arrive on campus with an assortment of baggage, some literal and some figurative. Academic cultural capital helps students more quickly accumulate an understanding of the academic society they are about to participate in and the new expectations of them. Attained understandings to be successful in college are not equally reachable to every student walking into an advisor's office.

The role of an advisor should include strengthening the cultural capital of each advisee. Most advisors are aware of the inequalities in student preparation through early personal interactions, review of admission files, or initial progress reports by faculty members. Good Advisor can achieve Maximum student Cultural capital, by examining the difference between actual capacity and the demonstrated capacity that a student has when performing academically (Collier & Morgan, 2008)^[19]. Helping students move toward actual capacity includes designing and implementing a plan for knowledgeable development.

Cultural capital can be defined as, the previously acquired knowledge necessary to successfully navigate in a particular environment. In an academic environment, this means developing appreciation of implicit and explicit expectations, either inside or outside the classroom.

Success of advising process realized when advisees accept the advisor's role as a partner in their learning. When a dialogue includes an exchange of questions, richness is added to the information that can help students to become academically successful and increase their academic cultural capital. Moreover, be open to all questions, most importantly the questions that may be most taken for granted. Build advisees' cultural capital. Take implicit understandings and make them explicit. Adding to an advisee's academic cultural capital will increase the likelihood of a great start on the new semester.

2012: Robinson,^[20] "Leeds for Life" is a modern tool raised by the author to keep continues communication with advisees, this allows the student to store and build up a Living CV. At the heart of Leeds for Life also a personal tutoring, this is (what academic advising is usually called in the UK). They have established a Leeds model for this, providing students with structured one-to-one meetings with their personal tutor. The aim was to focus on their academic, professional, and personal development, helping them to become confident, articulate individuals with strong analytical and critical abilities and a reflective habit of mind.

The study based on inspiring them to get the most out of their academic and co-curricular experiences, thinking of them in a holistic way. Many students believe that

employers are interested only in what they have done in their academic studies, but advisors want them to be able to recognize the value of everything they do and to identify and articulate their skills and attributes. Although most of them seriously undervalue these skills, but reversing this attitude convenes them with their ultimate entirely power.

2012 Lowenstein^[21] He raised an explanation in Richard Stockton College of New Jersey about, the ability of theory to make a better advisor. Many advisors are so busy with their day-to-day responsibilities that thinking about something as abstract as "theory" seems a luxury they cannot afford. They may be motivated to say, "If it doesn't make me a better advisor I don't have time for it."

However, there are many arguments, all focusing on the real meaning of "a better advisor". Differs of words, thoughts, backgrounds, skills and experience of advisors, If those words have meaning, it is because they have some ideas of what excellence in advising is, which in turn probably depends on a concept of what advising is all about. In addition, that, in turn, is the beginning of a theory.

"Theory" gets used sloppily sometimes, for example to mean an opinion, that is not fact, but that is not an accurate definition. Here is a working definition that will suit as the start of explaining why advisors should care about theory: A theory of advising is a statement of the essential nature and purpose of advising, while the second opinion says what advising ideally should be, not necessarily what it actually is in all cases.

Normative theories are different in this regard from scientific theories, which most of advisors are more familiar with. They are common for example in ethics, a field that explores how advisors ought to behave, not how they do behave. So a theory of advising will present for all as a statement of what advising is for, and why it is important, a vision of what it ideally would be.

Due to Lowenstein's vision there are two main values, First, for an individual advisor it provides a measuring stick to evaluate one's own work – but more important, a goal to attempt for even if it seems unachievable, a picture of what that "better advisor" would be.

Second, as members of the profession advisors should look to a theory to provide unity of purpose and an explanation for institutions as to why advisors work is vital to their missions. Moreover, it will help students, everywhere, to know what to expect and what to seek from their advisors.

2013 Pasquini^[22] discussed an up to date issue, especially in our students life, and they using it frequently and professionally all the time. This can help in motivating the needed academically communications.

Students experience an increasing need for connectivity and digital access to excel beyond the higher-education learning environment. They must access and interact with information, learning materials, and colleagues from around the globe. Therefore, higher education venues need to expand and enhance students' involvement in technology, and perhaps greater use of technological methods in advising can support this engagement. The recent EDUCAUSE Center for Applied Research National Study of Undergraduate Students and Information Technology (Dahlstrom, *et al.*, 2011)^[23] indicated that students could use technology much more strategically than what could currently undertake to constrain students to their academic life. Universities and colleges have seen a remarkable increase in the use of technology and online tools to support

students. As this new generation of web-based resources and services empowers learners to easily create and share content, educators need to be parallel with them, and be interested with better understanding about how to utilize these resources to generate an impact in their professional practice. Many of these emerging technological trends are initiating a new frontline for academic and student support services.

Current advising professionals and faculty members who are interested in engaging with students and peers need to be aware of the technological trends and changes facing higher education. The New Media Consortium and the educause Learning Initiative have collaborated on The Horizon Report project to explain the technological trends likely to influence teaching, learning, research, or creativity within learner-focused organizations. The recent NMC Horizon Report (Johnson, Adams, & Cummins, 2012) ^[24] suggests that the adoption of mobile applications and tablet computing will revolutionize higher education learning-delivery models within the next year. Intelligent and exciting educational technologies in continuous developing each day, and they will affect higher education campuses as students engage in these new and interactive learning ecologies.

2013: Bohonos, ^[25] in this comparison study he focused on the challenges needed to enhance the advising community and its demanded roles to build on the constructivist foundation of advising theory. He also mention how much important is the creation of a philosophy of academic advising, however, it is only in its beginning stages and should be continued through both the integration of other important theorists, and through philosophical innovation in the field of academic advising.

Theory and Philosophy of Advising Commission member Terry Musser advocates for the development of a philosophy of academic advising. Musser (2012) ^[26] argues, "When we share the same basic understanding of the underlying theory, it is easier to collaborate on developing strategies, techniques and resources. Also" She goes on to propose a constructivist theory of academic advising and points to Crookston's (1972) ^[27] theory of "developmental advising" as a starting point.

Advisors should consider a student's previous coursework as well as life experiences when providing academic guidance. Taking the time to understand the life experiences of adult learners is particularly important (Bohonos, 2013). ^[28] Understanding students' cultures, communities, extracurricular pursuits, and employment goals all allow advisors to help students formulate the best possible programs of study for holistic educational development.

2013: Cannon, ^[29]. Intrusive Advising is a common practice at colleges and universities today. However, how do Advisors define 'intrusive'? Webster's definition is "without invite or welcome." (Cannon, 2013) ^[29]. As advisors, it is important to be intrusive without intruding, and be warm, friendly and inviting while still providing the tough love and information that students need to hear. It is a delicate balance, though when done right, intrusive advising can enhance the advising relationship while also encouraging student responsibility and participation. What, then, is intrusive advising and how do advisors practice it without intruding?

Advisors can use several techniques to provide intrusive advising services without intruding or being overbearing for

example: begin Building Relationships on Day, be prepared for Advising Appointments, ask Questions and Make Appropriate Referrals and maintain Regular Contact with Advisees.

Intrusive advising can and should be a system, which focuses on bringing campus services to the student, rather than passively waiting for the student to identify their own needs and search for solutions. It is not a means of intruding where we are not wanted. When done well, intrusive advising models lead to greater retention and student success in college (Cuseo). By using a few simple techniques with students/advisees, advisors can ensure the mutual positive relationship and observe clearly that Intrusive does not always mean intruding advising.

2014: Nutt. ^[30] He discussed in his article his personal prediction of what will characterize higher education. Private colleges and state schools will also be tuition-driven, as state funding will continue to decrease rapidly. Community college enrollment will continue to grow, demanding closer collaborations among our community colleges, colleges, and universities, are real and will become valued by all. Student persistence and retention will drive decision-making to an extent that we cannot truly imagine today. Students and their families will choose higher education institutions based as much on the success of their students as on the success of their sports teams. Colleges and universities will distilled to be centralized than decentralized, because random walls will come down. Collaboration and cooperation will be the expected model, not the desired dream. There will be more distinct roles between faculty who teach and advise and faculty who research.

Academic advising experiences will observed as an instructional process and, thus, will blur the role of faculty and advisors. What captivates him today is imagining the exciting and integral role that academic advising will play within colleges and universities in the not-so-distant future. Moreover, it will raise the important query about the prediction of how the higher education will be in the next generation.

2014: Powers ^[31] Discussed the Best practices of academic advising assessments, which involve identification of student learning outcomes, the development and use of multiple measures of student learning, and sound professional judgment to understand the information gathered and to improve student learning. However, the assessment results often come from minimal, narrow, and inconsistent evaluation practices, often based on student satisfaction surveys.

Therefore, to generate a picture of the current state of assessment, they surveyed those conducting or deemed responsible for academic advising assessment. Although 80% of survey participants identified academic-advising student learning outcomes, one-half assessed the achievement of those outcomes, with most using student surveys. Furthermore, 7% reported employing three or more measures while 60% reported improvements of practice and student learning based on the assessment. Conclusion revealed that more participants reported use of assessment information than reported use of outcome measures.

Informal assessments made during sessions with students inform practice only if advisors directly observe an expected performance level based on set criteria. Simple assumption that outcomes have been achieved likely result in varying

and unreliable data, which in turn may not lead to needed enhancements in advising delivery or student learning. In addition, valuable recommendations to improve this area of research has been included.

2014: Javeed. ^[32] The purpose of this article is to examine ways in which advisors can integrate this value in their interaction with students and play an important role in promoting academic honesty. Academic integrity is a fundamental value in higher education. Without academic honesty, it would be difficult, even impossible, for ideas to flourish freely. In today's learning communities, honesty is often discussed, as offenses appear to be on the rise.

Due to the extraordinary access to information via the internet, lines sometimes appear blurred to some users when acknowledging the work of others. Increased use of electronic devices such as cell phones and tablets provides opportunities for those who wish to use them inappropriately. Increased use of technology such as computer programs like Turnitin has also facilitated the identifying of offenses (evil doings). Universities are working hard to counteract inappropriate use by creating guidelines to manage and control precarious situations that may be encouraging to cheating.

Through starting early, building collaborations and supporting self-awareness and self-evaluation, academic advisors can proactively support the mission of the academic institution towards academic integrity and high efficiency in using technology wisely.

2015: van Loveren Geis. ^[23] Wrote about advising portfolios, that in an age where budgets are low and student numbers are increasing, advising has the opportunity to clarify curriculum and engage students in academic choices. The Department of Visual Arts at Northern Kentucky University (NKU) has a first time, traditional student population averaging over 100 students each year. The first step in the project was to create advising portfolios with individualized information for each student. The hard copy portfolio included organizational materials such as a pocket for storage of documents, business cards, and labeled tabs for each segment of the binder. The binder included the following sections: (a) an introduction to explain how to utilize the portfolio in the advising process, (b) an advising syllabus and contract, (c) a 2-year advising calendar, (d) major and general education checklists, (e) advising and registration step-by-step instructions, (f) success tips, (g) university forms, and (h) a university catalog. During orientation, students were educated on how to use the portfolio to help them collaboratively plan a personalized education with consistent progress towards graduation. As part of the initial project, faculty participated in two training sessions in order to become more familiar with the advising portfolio and how to direct students to use it effectively. Practical degree information and university regulations are available in each student's advising portfolio, allowing faculty members to spend more time connecting with students instead of deciding a class schedule. In an effort to streamline advising and push students to take control of their education, the use of advising portfolios and an interactive department orientation were initiated in a program called A PAART of NKU or Advising Portfolio as a Retention Tool.

2015: Fricker, ^[34] represent many findings in his research include that there is very little research showing the direct effect of academic advising on student success, and that

only on rare occasion does this research employ hard analytical and design methods. It is also argued that the organization and practice of academic advising in Canada is still in its beginning. Implications for future research and practice are also presented. Increasing student retention is complex and no one single intervention can independently solve the student success problem; however, academic advising has been cited more prominently in student success literature as a central feature in a comprehensive strategy to improve student persistence, especially on college campuses. This paper explores current literature on academic advising, its relationship with student success, and the current state of the literature in Canada.

2015: Noaman and Fekry. ^[35] In their research, they focused on on-line advising, in order to provide a comprehensive advising solution student visibility and accessibility to available advising appointments is essential. Making student access to advisors simple and convenient is facilitated, by the University Academic Advising System. Student Academic Advising is an important and always time-consuming effort in academic life. Online technologies are moving advising out of academic offices onto an integrated part of the university student information system, where students gain anytime, anywhere access to advisers and tools to help them succeed. This paper shows the King Abdul Aziz attempts to solve a technology-based problem by developing and evaluating a new framework for the E Academic Advising (Online Advisor), which helps advisors and students make better use of the present (university student information system), with full consideration of the importance of Face-to-Face Contact between Faculty and Students.

As an E-framework, the paper also shows how to integrate a new module of Academic Advising technically into the running (student information system). The paper focus on the real and completed integration of the E-Advising system into the running Student Information System.

References

1. Cook S. Important Events in the Development of Academic Advising in the United States, San Diego State University NACADA Journal 2009, 29(2).
2. McClellan J. Thought Leaders Wanted: What Each of Us Must Do to Advance the Field of Academic Advising. NACAD 2009;32:4.
3. McGillin V. Are There Disciplinary Voices in Academic Advising? Academic Advising Today. 2009;32:4. 01:15. Compiled Version.
4. Kem L. Disaster Recovery. Murray State University. Academic Advising Today. 2009;32:4. 01:15. Compiled Version.
5. Nutt C. Your professional development is the key to students' success. Academic Advising Today 2010;01:03.
6. Betts K, Lanza MG. Academic Advising: Strategies to Increase Student Engagement and Retention by Personalizing the Online Education Experience Leigh Academic Advising Today 2010. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Academic-Advising-Strategies-to-Increase-Student-Engagement-and-Retention-by-Personalizing-the-Online-Education-Experience.aspx>.
7. Allen E, Seaman J. Staying the course: online education in the United States. The Sloan Consortium. Babson

- Survey Research Group 2008. Retrieved from www.sloanc.org/publications/survey/pdf/staying_the_course.pdf.
8. Nagel D. Most college students to take classes online by 2014. *Campus Technology* 2009. Retrieved from <http://campustechnology.com/Articles/2009/10/28/Most-College-Students-To-Take-Classes-Online-by-2014.aspx>.
 9. Diaz DP. Online drop rates revisited. *The Technology Source*. Retrieved 2002, from http://technologysource.org/article/online_drop_rates_revisited/.
 10. Frankola K. Why online learners drop out. *Workforce* 2001;80:53-5.
 11. Dagger D, Wade VP. Evaluation of adaptive course construction toolkit (ACCT) 2004. Retrieved from https://www.scss.tcd.ie/Owen.Conlan/publications/eLearn_2005_dagger.pdf
 12. Flood J. Read all about it: Online learning facing 80% attrition rates. *Turkish Online Journal of Distance Education* 2002, 3(2). Retrieved from <http://tojde.anadolu.edu.tr/tojde6/articles/jim2.htm>.
 13. McGillin V *et al.* Faculty Advisor Assessment and Reward: A Hot Topic for Our Institutions. *Academic Advising Today*, Leigh posted 2010;01:05
 14. Drake JK. Recognition and reward for academic advising in theory and in practice. In Gordon 2008.
 15. Robbins S. The Importance of Face-to-Face Contact between Faculty and Students: UK Example of Pro-active Personal Tutoring. Oxford Brookes University, United Kingdom. *Academic Advising Today*. Leigh posted 2010;01:07.
 16. Applegate DY, Hartleroad G. Effective Ways to Deal with Large Advising Loads. Ball State University. *Academic Advising Today*. Leigh posted 2011;01:07.
 17. Wallace S. Implications for faculty advising. Retrieved from the NACADA Clearinghouse of Academic Advising Resources 2011. Web Site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Implications-for-faculty-advising-2011-National-Survey.aspx>.
 18. McCleaf KJ. Improving our advisees' cultural capital. *Academic Advising Today* 2012, 35(1).
 19. Collier PJ, Morgan DL. Is that paper really due today? Differences in first-generation and traditional college students' understandings of faculty expectations. *Higher Education* 2008;55(4):425-446. doi: 10.1007/s10734-007-9065-5.
 20. Robinson P. Leeds for life: Preparing our students for their future. *Academic Advising Today* 2012, 35(2).
 21. Lowenstein M. Theoretical reflections: Why a theory of advising? *Academic Advising Today* 2012, 35(2).
 22. Pasquini L. Implications for use of technology in academic advising. February 19, 2013. 16:34. Retrieved from the NACADA Clearinghouse for Academic Advising Resource 2013. Web Site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Implications-for-use-of-technology-in-advising-2011-National-Survey.aspx>
 23. Dahlstrom E, De Boor T, Grunwald P, Vockley M. The ECAR national study of undergraduate students and information technology, 2012. Boulder, CO: EDUCAUSE Center for Applied Research 2012. Retrieved from <http://www.educause.edu/library/resources/ecar-study-undergraduate-students-and-information-technology-2012>.
 24. Johnson L, Adams S, Cummins M. The NMC horizon report: 2012 higher education edition. Austin, TX: The New Media Consortium 2012.
 25. Bohonos J. Key theories of Lev Vygotsky and John Dewey: Implications for academic advising theory. *Academic Advising Today* 2013, 36(2). Retrieved from [insert url here].
 26. Musser T. Theoretical Reflections: Constructivist foundations for academic advising. *Academic Advising Today* 2012, (35)3. Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Theoretical-Reflections-Constructivist-Foundations-for-Academic-Advising.aspx>.
 27. Crookston BB. A developmental view of academic advising as teaching. *Journal of College Student Personnel* 1972;13:12-17.
 28. Bohonos J. Appreciating the experiences and expertise of adult students. *Journal of College Orientation and Transition* 2013, (20)2.
 29. Cannon J. Intrusive advising 101: How to be intrusive without intruding. *Academic Advising Today* 2013, 36(1).
 30. Nutt C. From the Executive Director: Academic Advising – The Next Generation. *Academic Advising Today*. Leigh posted 2014;01:02 *NACADA Journal* 2014;(785):532-5717.
 31. Powers KL *et al.* Academic Advising Assessment Practices: Results of a National Study. *Academic Advising Today*. *NACADA Journal* 2014;34(1):64-77. <https://doi.org/10.12930/NACADA-13-003>.
 32. Javeed S. Academic advisors as valuable partners for supporting academic integrity. *Academic Advising Today* 2014, 37(1).
 33. Van Loveren Geis C. Advising portfolios and orientation as a retention tool. *Academic Advising Today* 2015, 38(3). Retrieved <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-Portfolios-and-Orientation-as-a-Retention-Tool.aspx>
 34. Fricker T. The Relationship between Academic Advising and Student Success in Canadian Colleges: A Review of the Literature by College. *Quarterly* fall 2015;18:4.
 35. Noaman AY, Fekry FF. A New Framework for E Academic Advising. *King Abdul Aziz University, Jeddah , Kingdom of Saudi Arabia Procedia Computer Science* 2015;65:358-367.