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UPCOMING IMPORTANT DATES

February 10 - Last day to DROP a spring term course (\$25 fee)

March 24- Last day to WITHDRAW from a spring term course (\$25 fee)



OFFICE OF UNDERGRADUATE ACADEMIC ADVISING

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THE ACADEMIC ADVISOR NEWSLETTER

Shannon Rogers (Academic Advising Graduate Assistant) and Sarah Cotner (Academic Advising Work Study)

Sneak Peek into March Workshop

Presenters



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Assistant Professor and Program Director of Higher Education



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Graduate Student & Assistant in Academic Advising Office, Messiah Women's Lacrosse Player

HOW TO PROMOTE A STUDENT'S SENSE OF BELONGING

Five steps to help a student feel that they belong.

STEP 1. HAVE A CARING ATTITUDE

Even if the student does not achieve their goals, a caring attitude can help determine if their next steps will be successful.



STEP 4. DISCUSS CHALLENGES

Ask about challenges or barriers that may prohibit a student from achieving their goals.



STEP 2. FIND MOTIVATION

Determine what is motivating the student to attend college to foster a sense of belonging.



STEP 5. FIND SOLUTIONS

Find solutions to the possible challenges to help the student feel supported through their academic career!



STEP 3. DISCUSS GOALS

Help students understand how their education relates to their goals to establish a strong student-advisor relationship.



REFERENCES

Eaton, T. (2020, February 24). *Why should academic advisors care about students' sense of belonging?* NACADA. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Why-Should-Academic-Advisors-Care-About-Students-Sense-of-Belonging.aspx>

Major Decisions: Motivations for Selecting a Major, Satisfaction, and Belonging *Krista M. Soria & Michael Stebleton* *University of Minnesota- Twin Cities*

In this article the authors look at students' intrinsic and extrinsic motivators for selecting a major, the satisfaction they have with their experience at the institution, and the student's sense of belonging on campus. The analysis was done with undergraduate students at large research institutions in the United States.

Students consider gender roles and income when they choose a major. Soria et al. say, "Choice of college major depends upon the expected earning but that difference in the impact of expected earnings vary by gender and race (Soria et al. 2013, pg. 30)." After major selection comes the student's satisfaction in their decision. Several factors play into this satisfaction. Soria et al. explain that advisors should "focus on the student, continually improve educational experiences, and use data to shape the future (Soria et al. 2013, pg. 31)." Lastly, when we look at the sense of belonging Soria et al. note that "academic advisors contribute to students' sense of belonging on college campuses as they...can help students to become more integrated on campus (Soria et al. 2013, pg. 32)." An important role of the advisor is to help students connect well to their institutions.

The research found that students who pick a major because of intrinsic motivations are more likely to be satisfied, where those who chose based on extrinsic motivators have a negative satisfaction. The complicated nature of selecting a major makes the student's decision that much more important and impressive. Motivators for selection, satisfaction, and belonging in a major can have an impact on the campus community.

Reference:

Soria, K. M., & Stebleton, M. (2013). Major decisions: Motivations for selecting a major, satisfaction, and belonging. *NACADA Journal*, 33(2),29-43.

<https://doi.org/10.12930/nacada-12-018>