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UPCOMING IMPORTANT DATES

October 12: Advising Workshop

November 1-5: Advising Week

WHAT I'M GRATEFUL MY ADVISOR TOLD ME

"I'm glad that my advisor told me about a medical based Spanish classes, since I am majoring in the health field."

"It's okay to change majors because it means you found out what you're really interested in!"

"You have multiple opportunities during your time at Messiah to study abroad."



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)

MEET OUR NEW WORK STUDY

Sarah Cotner

- Office Assistant for Academic Advising
- Sophomore nursing major
- First year in this position
- She loves the feeling of community in the office and the positive atmosphere it brings!
- A fun fact about Sarah is that she really enjoys spending time outdoors!



THE OFFICES OF ACADEMIC ADVISING & FACULTY DEVELOPMENT

INVITE YOU TO ATTEND

ADVISING FOR GROWTH: COMPASSION FATIGUE AND SELF-CARE FOR ACADEMIC ADVISORS

Join us via [Zoom](#) on Tuesday, Oct 12 @ 12:00 PM

Meeting ID: 986 8347 4694 Passcode: Advising



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Director, Academic Support
Center
First Year Experience
American University of
Sharjah, UAE

Shantalea Johns, Ed. D. LMSW
Director, Office of Continuing
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Education
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Stress is a big part of advisors' lives. In this session, you will better understand the different types of stress, how you experience them and ways to manage stress. Advisors will learn the differences between burn-out, compassion fatigue, and Secondary Traumatic Stress. The session will have a didactic component along with several self-reflective exercises.



A LOOK AT HOW COVID AFFECTED STUDENT PREPAREDNESS & MOTIVATION

In June of 2021, Inside Higher Ed published two articles examining how COVID-19 impacted college students' educational experiences: "[How COVID-19 Damaged Student Success](#)" and "[Stepping Out from COVID](#)" (Ezarik 2021a; 2021b). With data from a survey of over 2,000 college students, new challenges and concerns were revealed. Below, we review the articles and the survey's key findings.

Offering Additional Support

Ezarik's (2021a) first article discusses how many first-year students feel unprepared for college due to a lack of access to college prep resources in their high schools last year. Consequently, more guidance may be required from their advisors. However, first-years may not be the only students challenged by adjusting to the college environment this year. Ezarik (2021b) noted that some schools will include sophomores in orientation because of the limited time that these students spent on campus in the 2020-2021 academic year. Additionally, understanding expectations could be a key need for returning students, and mental health crises may be more common.

Motivation and Engagement

Ezarik (2021b) discusses that motivation may be a bigger issue than ever before, and advisors should not assume that students will seamlessly transition back to campus life and in-person instruction. The survey data shows that engagement was a challenge in remote learning. Eight in 10 students surveyed said it was extremely difficult to concentrate during online lectures (Ezarik, 2021a). Additionally, 65% of students named feeling unmotivated as a concern for their ability to complete and do well on assignments in the 2021-2022 year (Ezarik, 2021b).



A LOOK AT HOW COVID AFFECTED STUDENT PREPAREDNESS & MOTIVATION

Graduating on Time

In her second article, Ezarik (2021b) highlights flexibility as a theme for academic planning in the coming year. According to the survey, almost a quarter of students agreed that COVID will cause them to graduate later than anticipated. As a result, some colleges and universities are re-examining major requirements that could impede timely degree completion, such as study abroad experiences (Ezarik, 2021b).

Conclusion

This survey offers a look into what the last academic year was like for students and how they believe it will impact their educational experience moving forward. As academic advisors, learning about these common obstacles can help us to prepare advising plans that address the complex present needs of our students. This academic year, we must be especially diligent in recognizing what students are going through inside and outside of the classroom.

Sources

Ezarik, M. (2021a, June 21). How COVID-19 damaged student success. Inside Higher Ed.

<https://www.insidehighered.com/news/2021/06/21/what-worked-and-what-didn%E2%80%99t-college-students-learning-through-covid-19>

Ezarik, M. (2021b, June 23). Stepping out from COVID. Inside Higher Ed.

<https://www.insidehighered.com/news/2021/06/23/what-supports-college-students-need-succeed-fall-and-beyond>