

SPECIAL FEATURES

HEA is the only reference tool of its kind limited solely to higher education and covers all types of literature (articles, papers, reports, books) under a single cover. Moreover, because *HEA* provides the essential content of each item abstracted, readers often find it unnecessary to go to the original source. These features make *HEA* a cost-efficient resource not only for academic libraries but also for individuals and institutional offices. *HEA* is published by the Claremont Graduate School, Claremont, California, 91711.

Maintaining Advising Excellence: Keeping Up With ERIC

LYNN BARNETT, Assistant Director, ERIC Clearinghouse on Higher Education, The George Washington University.

This article will focus on recent academic advising literature, what it covers, and how advisors can keep up with current issues. For a thorough discussion of ERIC, see "Academic Advising: ERIC as a Resource" in the NACADA Journal.¹ ERIC (Educational Resource Information Center) is sponsored by the National Institute of Education at the U.S. Office of Education.

So many issues are emerging in academic advising these days that it is difficult to imagine how a campus-based faculty member can possibly have time to keep abreast of them. For example, the number of publications on advising produced in 1983 has doubled from the number in 1978. A recent review of the literature on academic advising revealed a myriad of topics dealing with all kinds of clientele and delivery systems, including the following: computer-assisted advising; student evaluation of advising; peer advising by students; team advising by faculty; nontraditional and minority student advising concerns; problems of privacy; theoretical approaches to and organizational structures of advising; mandatory advising for freshmen; and issues of advising timeliness.² The NACADA Journal has also covered many topics, including developing advising handbooks, advising rewards, faculty development, student-athlete needs, program impact, student-faculty expectations, litigation, dropout prevention, and comparisons between the U.S. and Great Britain. It is no wonder there is a temptation just to do one's job and not worry about what else is happening in the field.

WHY BOTHER?

Why should an advisor want to wade through all this literature? Here are several reasons:

¹ Lynn Barnett, Academic Advising: ERIC as a Resource, NACADA Journal Vol. 2 (1982), pp. 1-13.
² Thomas J. Gries, Academic Advising: A Supplemental Bibliography, Pomona, New Jersey: NACADA, (1983) pp. 19 (ERIC ED 232 613).

1. **Professional development.** Like any professional, an advisor interested in maintaining or upgrading his or her skills can benefit from learning techniques developed and used by peers.
2. **Currency.** Times change and so do outlooks and solutions. Yesterday's answers may not suit today's problems.
3. **Comparative perspective.** Will advising techniques and strategies used at one institution work at another? Reviewing current literature helps the advisor to know what is going on elsewhere.
4. **Trend awareness.** Getting the big picture can help advisors identify institutional priorities and guide individual research or publication decisions.
5. **Problem avoidance.** A review of new literature by advisors can also help identify potential problem areas that have surfaced elsewhere first. Problems and solutions written up by an advisor at another institution may "solve" a problem before it becomes a real issue on your campus. Or, it may alert you to watch for it and be prepared.

Given these reasons, it is easy to see the real value in advisors "keeping up." The question, is how to do it.

HOW TO KEEP UP: ACADEMIC ADVISORS' QUICK GUIDE TO ERIC

The ERIC system with its national clearinghouse network seems to be the perfect solution. It is recognized as the largest and most important educational database in the world. Since 1966, this federally-funded system has collected and made available nearly half a million items of educational literature for public use. ERIC has four features that are significant to the needs of advisors and others in academe: It saves time; is comprehensive; inexpensive, and, in today's computer jargon, is also "user friendly." (See Appendix A: Academic Advisors' Quick Guide To ERIC).

ERIC's clearinghouses are at the heart of the program's success. Staffed by professionals with a real commitment to their specific areas of education, the clearinghouses each collect literature for the database, index and annotate it, provide user service specialists to help retrieve it, and produce special publications synthesizing it. There are three clearinghouses in the ERIC system (16 altogether) that are especially relevant to campus-based advisors. They are:

- ERIC Clearinghouse on Higher Education at The George Washington University;
- ERIC Clearinghouse for Junior Colleges at UCLA; and,
- ERIC Clearinghouse on Counseling and Personnel Services at the University of Michigan.

These three clearinghouses index and annotate articles from 104 scholarly journals and more than 2200 additional pieces of non-journal literature annually. Special features and services of each of these clearinghouses are listed. (See Appendix A-1).

ERIC has much to offer individuals in the field of academic advising. For example, since 1983 the database has added 94 academic advising-related titles to its subject indexes in

October 1984

Resources in Education (RIE) and *Current Index to Journals in Education (CIJE)*, the two monthly ERIC bibliographic journals. These print indexes can be browsed through each month, or the entire database can be searched quickly by computer. Home or office microcomputers can easily access ERIC. See Appendices A-3 and A-4 for a review of how to search the ERIC database by hand or computer.

What is stored in the database that academic advisors might want to see? The following annotations suggest the variety of types of sources and topics available.

CURRENT ISSUES IN THE LITERATURE

Much of the literature on advising can be divided into the categories of "type of clientele" and "delivery mode." The items below, drawn from an August 1984 computer search of the ERIC database, reflect a sample of recent literature representing these as well as a "miscellaneous" category. References with a cited "ED" number may be obtained from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. (See Appendix A-6 for an order form).

Clientele: Athletes

S.C. Ender, "Assisting High Academic Risk Athletes: Recommendations for the Academic Advisor," *NACADA Journal*, 2, (1983), 1-10.

A large midwestern university's advising program using a student development approach is described. The article includes student views on the people and environment affecting academic performance and offers recommendations.

Clientele: Developmental Education Students

H. Chausow & D. Barshis, *A Developmental Education Program: An Experiment [and] Revised Guidelines for Academic Year 1983 Developmental Education Program*, (Chicago City Colleges, Ill., Center for the Improvement of Teaching and Learning, 1983). 10 pp. (ERIC ED 231 430).

Two papers describe CCC's efforts to improve their developmental programs and services. Activities include summer orientation, counseling, and assistance; early intervention and advisement procedures; mid-term evaluation; and an academic warning system for students below the required minimum for academic progress.

Clientele: Freshmen

M. J. Collins, "Building Community in Freshman Year," *NACADA Journal*, 2, (1983), 47-52.

The freshman orientation process at Fordham College is used to illustrate processes and advantages of a sense of community, one element supporting successful advising. A Values Program was among the techniques used.

D. Siegel & Others, *A Mandatory Freshman Advising Program in a University of 9,000 Undergraduate Students*. Paper presented at the Annual Convention of the American Personnel and Guidance Association, (Washington, DC, March 20-23, 1983). 19 pp. (ERIC ED 237 821).

October 1984

Miscellaneous: Student Evaluation of Advising

C.F. Cremer & M. Ryan, "New Technique Lets Students Evaluate Academic Advising," *Journalism Educator*, 1, (1984), 21-22.

A questionnaire is described that was developed by a school of journalism to measure student perceptions of the quality of academic advising.

Miscellaneous: Timing

B. T. Luspach, *Early Alert: Reaching Students in Time*. Paper presented at the Annual Meeting of the Midwest Writing Centers Association (Columbia, Missouri: 1983). 9 pp. (ERIC ED 239 568).

A support service for students at Wayne State University is described that is coordinated by the learning center and supported by a network of referrals. After a student meets with the Early Alert Program staff, contact is made with his or her academic advisor. Sample referral and record-keeping forms are appended.

CONCLUSION

It should be evident that although the body of knowledge in a profession is extensive, there are ways to extract parts of it for individual use. Eric is a viable source for keeping advisors knowledgeable about their field, for updating their own skills, and for broadening their areas of expertise.

REFERENCES

L. Barnett, "Academic Advising: ERIC as a Resource," *NACADA Journal*, 2, (1982), 1-13.

T.J. Crites, *Academic Advising: A Supplemental Bibliography*. (Pomona, New Jersey: National Academic Advising Association, 1983). 19 pp. (ERIC ED 232 613).

APPENDIX A:

ACADEMIC ADVISORS' QUICK GUIDE TO ERIC

- A-1 ERIC Clearinghouses
- A-2 Major ERIC Products and Services
- A-3 Basic Guide to Searching ERIC's Subject Indexes by Hand
- A-4 Basic Guide to Searching ERIC Online
- A-5 Sample *Higher Education Research Report*
- A-6 ERIC Document Reproduction Service (EDRS) Order Form
- A-7 *Thesaurus of ERIC Descriptors* Order Form

APPENDIX A-1

ERIC CLEARINGHOUSES

The 16 ERIC Clearinghouses have responsibility within the network for acquiring the significant education literature in their particular areas; selecting the highest quality and most relevant material; processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database; and, providing information analysis products and various user services based on the database.

Three ERIC Clearinghouses particularly significant for academic advisors at the postsecondary level are described below.

ERIC CLEARINGHOUSE ON HIGHER EDUCATION (ERIC/HE)

The George Washington University
One Dupont Circle, Suite 630
Washington, DC 20036
(202) 296-2597

Scope of Interest: Topics related to college and university students, conditions, problems, and programs. Curricular and instructional problems and programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management. Graduate education, university extension programs, teaching-learning, legal issues and legislation. Planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

Special Features:

ASHE-ERIC Higher Education Research Reports - a monograph series that addresses current issues affecting college faculty, administrators, and students. Prepared in cooperation with the Association for the Study of Higher Education. Publications list available. (\$7.50 each, \$55.00 for the 10-issue series; special discounts may apply).

AAUA-ERIC Administrator's Update - concise publications that provide a quick review on topics of concern to college administrators, prepared in cooperation with the American Association of University Administrators. (\$2.00 each).

(Manuscript proposals accepted. Contact Dr. Jonathan D. Fife, Director of the ERIC Clearinghouse on Higher Education.)

Individualized computer searches of the ERIC database. (\$30.00 for up to 100 references with abstracts).

**ERIC CLEARINGHOUSE ON COUNSELING AND PERSONNEL SERVICES
(ERIC/CAPS)**

University of Michigan
School of Education, Room 2108
Ann Arbor, MI 48109
(313) 764-9492

Scope of Interest: Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

Special Features:

Searchlights Plus — specialized computer searches with an analysis of the topic covered by the search. (\$5.00 each, 11 topics currently available).

ERIC Digests — fact sheets on selected topics

Special monographic publications (publication list available).

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES (ERIC/JC)

University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024
(213) 825-3931

Scope of Interest: Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, community services, linkages with business and industry, and articulation with secondary and four-year postsecondary education.

Special Features:

Two-Year College Information Bulletin — quarterly newsletter that highlights recent ERIC documents and clearinghouse publications of current interest to junior and community colleges. (free).

Manual searches of the junior college collection — up to 15 recent references from the ERIC database on a given topic. (free).

The other ERIC Clearinghouses are as follows:

**ERIC CLEARINGHOUSE ON ADULT, CAREER, AND VOCATIONAL EDUCATION
(ERIC/ACVE)**

Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT (ERIC/CEM)

University of Oregon
Library, Room 108
Eugene, OR 97403
(503) 686-5043

ERIC CLEARINGHOUSE ON ELEMENTARY AND EARLY CHILDHOOD EDUCATION (ERIC/EECE)

University of Illinois
College of Education
805 W. Pennsylvania Ave.
Urbana, IL 61801
(217) 333-1386

**ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN
(ERIC/CEC)**

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

ERIC CLEARINGHOUSE ON INFORMATION RESOURCES (ERIC/IR)

Syracuse University
School of Education
Huntington Hall
150 Marshall Street
Syracuse, NY 13210
(315) 423-3640

ERIC CLEARINGHOUSE FOR LANGUAGES AND LINGUISTICS (ERIC/CLL)

Center for Applied Linguistics
3520 Prospect St., NW
Washington, DC 20007
(202) 298-9292

**ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS
(ERIC/RCS)**

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801
(217) 328-3870

ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS
(ERIC/CRESS)

New Mexico State University
Box 3AP
Las Cruces, NM 88003
(505) 646-2623

ERIC CLEARINGHOUSE FOR SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (ERIC/SMEAC)

Ohio State University
1200 Chambers Road, Room 310
Columbus, OH 43212
(614) 422-6717

ERIC CLEARINGHOUSE FOR SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
(ERIC/ChESS)

Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302
(303) 492-8434

ERIC CLEARINGHOUSE ON TEACHER EDUCATION (ERIC/CTE)

American Association of Colleges for Teacher Education
One Dupont Circle, Suite 610
Washington, DC 20036
(202) 293-2450

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, AND EVALUATION

Educational Testing Service
Rosedale Road
Princeton, NJ 08541
(609) 734-5176

ERIC CLEARINGHOUSE ON URBAN EDUCATION (ERIC/CUE)

Teachers College, Columbia University
Institute for Urban and Minority Education
Box 40
525 West 120th St.
New York, NY 10027
(212) 678-3433

APPENDIX A-2

MAJOR ERIC PRODUCTS AND SERVICES

DATABASE ON LITERATURE ON EDUCATION

- 245,000 non-journal document citations
- 304,000 journal article citations

CLEARINGHOUSE NETWORK

- 16 area specialties
- Question-answering services
- Professional affiliations

PUBLICATIONS

- *Resources in Education (RIE)*, covering non-journal literature citations
- *Current Index to Journals in Education (CIJE)*, covering journal literature citations
- *Thesaurus of ERIC Descriptors*, containing more than 9,000 vocabulary terms
- Special-interest clearinghouse publications

MANUAL ACCESS TO DATABASE

- 4,000 *RIE* subscribers
- 1,800 *CIJE* subscribers

COMPUTER ACCESS TO DATABASE

- Major vendors: Dialog Information Services, System Development Corporation (ORBIT), Bibliographic Retrieval System (BRS)
- 500 locations offering computer searches of ERIC
- 40 locations subscribing to ERIC magnetic tapes

MICROFICHE COLLECTIONS

- 725 locations in public, educational, and government libraries
- Contain entire text of more than 220,000 non-journal documents

DOCUMENT REPRODUCTION

- Non-journal literature: ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210
- Journal literature: University Microfilms, International (UMI), Article Copy Dept., 300 N. Zeeb Rd., Ann Arbor, MI 48106

APPENDIX A-3

BASIC GUIDE TO SEARCHING ERIC'S SUBJECT INDEXES BY HAND*

Procedures

1. Consult the *Thesaurus of ERIC Descriptors* to determine terms that are the most appropriate to the search topic. Remember that descriptors form the basis of the *RIE* and *CJIE* Subject Indexes.
2. Determine the most important aspect of the search topic; e.g., ACADEMIC PERSISTENCE. (Searching under simply COLLEGE STUDENTS would identify too wide a range of literature in this case.)
3. Look in the Subject Indexes of *RIE* and *CJIE* under ACADEMIC PERSISTENCE. Start with a semiannual or annual cumulation; use monthly issues for more recent entries that do not yet appear in a cumulated volume.
4. Scan the titles under ACADEMIC PERSISTENCE to identify potential references having to do with college students.
5. Use the accompanying ED or EJ numbers to look up—in the "Document Resume" section of *RIE* or the "Main Entry" section of *CJIE*—the abstracts or annotations of each reference that seems to be on target.
6. Use the abstract/annotation to verify the relevance of each item; then go to the document or article itself:
 - (a) For *RIE*—Use the ED number to find the document in the ERIC microfiche collection, or to order paper or microfiche copies from the ERIC Document Reproduction Service (EDRS).
 - (b) For *CJIE*—Find the journal cited (e.g., *NACADA Journal*) in the library periodicals section, or use the EJ number to order a copy of the article from University Microfilms International (UMI).

* *Resources in Education (RIE)*, for nonjournal literature; and *Current Index to Journals in Education (CJIE)* for journal literature.

APPENDIX A-4

BASIC GUIDE TO SEARCHING ONLINE*

TOPIC: Academic Advising of Part-Time Postsecondary Students

- | Objective | Procedure |
|---|--|
| 1. To find out how many documents are in ERIC on academic advising: | Select descriptors (ACADEMIC ADVISING, EDUCATIONAL COUNSELING) using the "OR" connector to get a "set" of references on academic advising (the <i>academic advising</i> set). |
| 2. To focus on literature in which academic advising is the main topic: | Limit the <i>academic advising</i> set to <i>major</i> descriptors to get an <i>academic advising (major)</i> set. |
| 3. To retrieve documents dealing with postsecondary education only: | Select descriptors (HIGHER EDUCATION, POSTSECONDARY EDUCATION, any COLLEGE or COLLEGES term, any UNIVERSITY or UNIVERSITIES term), using the "OR" connector to get a <i>postsecondary education</i> set. |
| 4. To identify documents dealing with academic advising at the postsecondary level: | Combine the <i>postsecondary education</i> set with the <i>academic advising (major)</i> set using the "AND" connector. |
| 5. To focus the search on academic advising of part-time students in a postsecondary setting: | Combine the <i>academic advising (major)</i> — <i>secondary education</i> set with a new descriptor (PART-TIME STUDENTS) using the "AND" connector. |
| 6. To see a sample of items retrieved: | Type online the titles of the first few references retrieved in the <i>academic advising (major)</i> — <i>postsecondary — part-time students</i> set. |
| 7. To retrieve only journal literature: | Limit the <i>academic advising (major)</i> — <i>postsecondary education — part-time students</i> set to EJ numbers only. |
| 8. To retrieve only non-journal literature: | Limit the <i>academic advising (major)</i> — <i>postsecondary education — part-time students</i> set to ED numbers only. |
| 9. To retrieve only the most recent 50 citations: | Separate the <i>academic advising (major)</i> — <i>postsecondary education — part-time students</i> set into EJ's and ED's. Then type online or order offline prints of the first 25 of each.** |

* Always start with the *Thesaurus of ERIC Descriptors* to determine appropriate search terms.

** The ERIC database is loaded chronologically, with the most recent references appearing first in any computer search. However, all of the EJ's (CJIE items) appear before any ED's (RIE items); ordering the most recent 50 of any large set would retrieve only EJ references and no ED references.

NEED SEARCHING HELP? Call (202) 296-2597