



Clinical Experience Reflection

From Observation to Practice: Advanced Growth in First-Year Advising

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Introduction

The first year of college is a critical transition period for students, as they adjust to new academic expectations and campus life (Upcraft et al., 2004). Research shows that effective academic advising positively influences student success, engagement, and persistence (Young-Jones et al., 2013).



Professional Growth Over Time

Working Site:

First Year Advising (FYA)
Monmouth University

Clients: First-Year Students

Practicum

- Understood structure of FYA
- Observed advising sessions
- Learned institutional policies & systems

Internship I

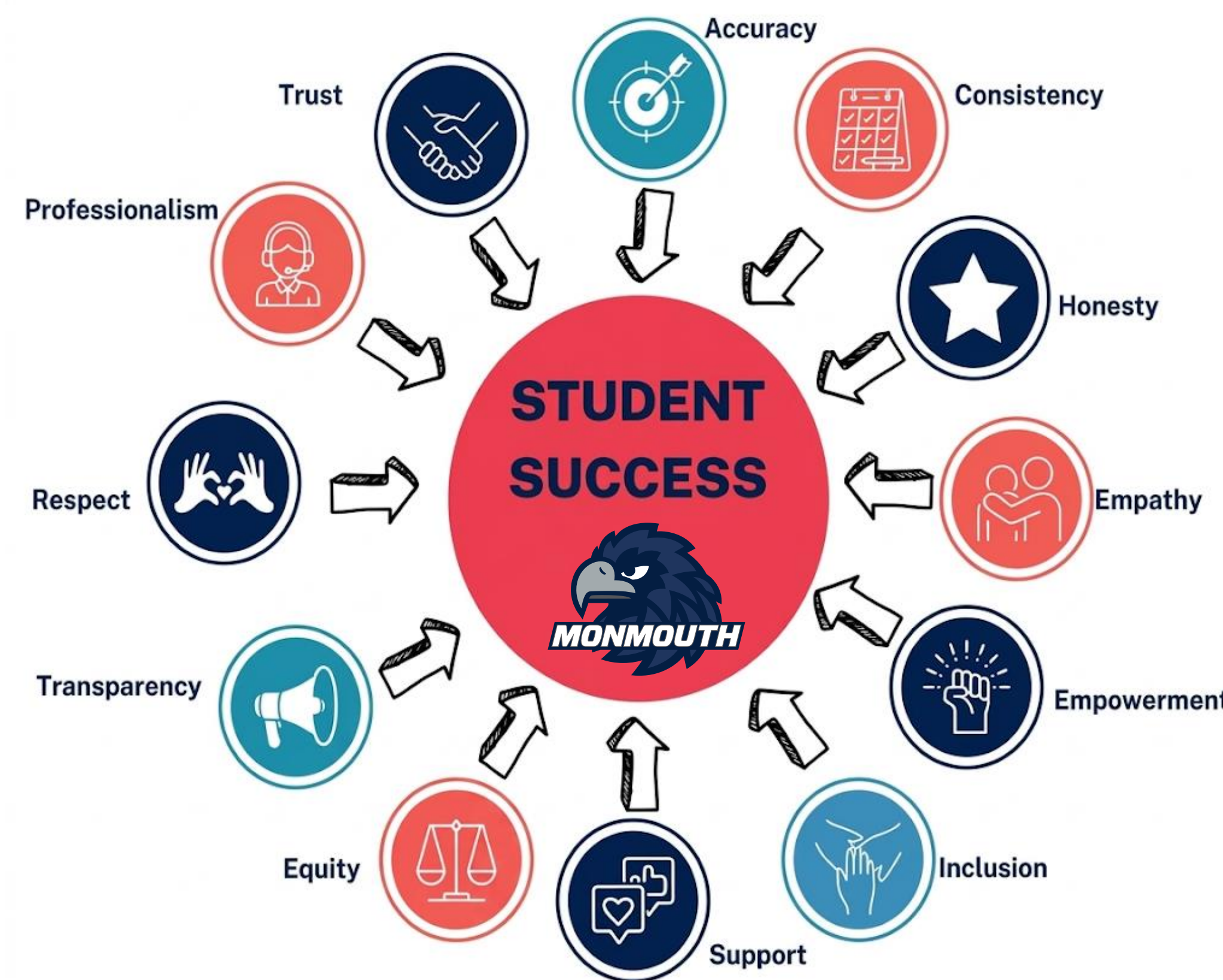
- Assisted with course registration & academic planning
- Collaborated with various departments
- Applied counseling skills in real student interactions

Internship II

- More autonomous in student interactions
- Working with students independently
- Contributing to holistic student support

What I've Learned

- How student-centered advising supports first-year student transition and success
- Applying counseling and communication skills in advising conversations
- Supporting students with course registration and academic planning
- Referring students to appropriate campus resources
- Developing confidence and professionalism in student interactions



Challenges That Strengthened Me

- Balancing guidance vs. student independence
- Navigating complex student concerns
- Managing high-volume registration period
- Growing confident in asking for help



Reflections

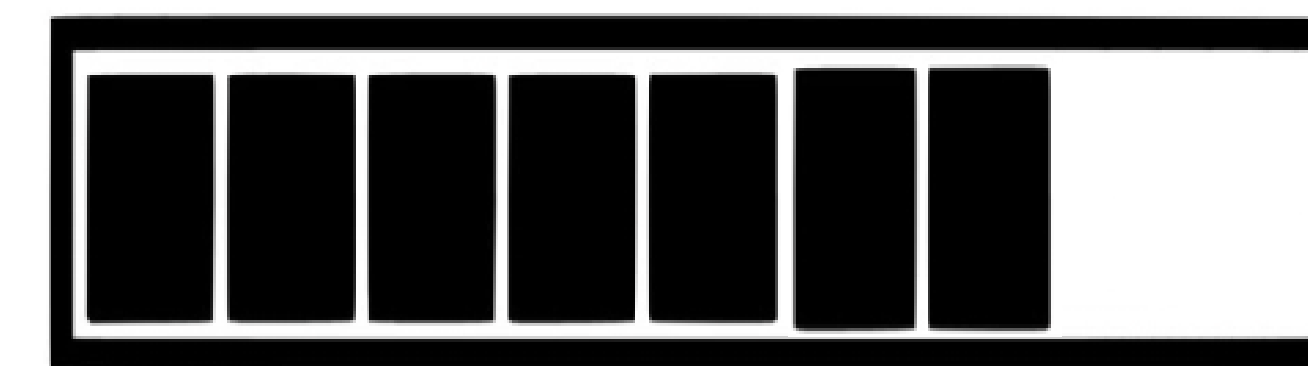
Through my experiences in the FYA office, I grew both personally and professionally.

Professionally, I developed practical advising skills, learned to facilitate student-centered conversations, collaborated with various departments, and gained confidence in supporting students with academic planning and decision-making. These experiences helped me better understand the role of advising in promoting student success and connecting students with campus resources.

On a personal level, I became more confident in my communication skills and more comfortable navigating different student concerns. This journey strengthened my commitment to supporting students and continuing to grow as a reflective Student Affairs professional.

Looking Forward

MASTER'S DEGREE



As I complete my Master's degree this semester, I leave with valuable practical experience and a stronger sense of my professional identity.

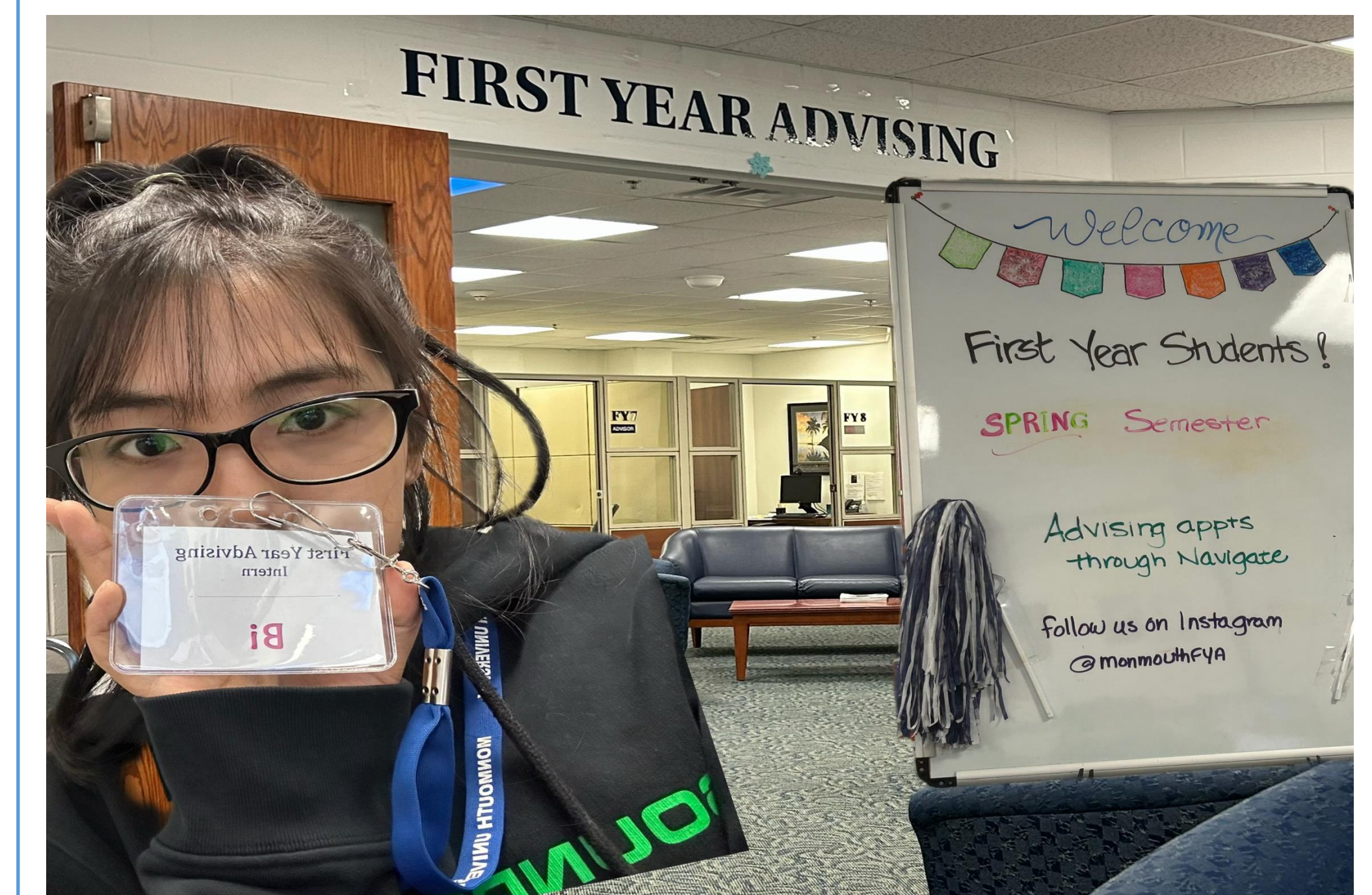
Moving forward, I will be more:

- Grounded in student-centered values
- Committed to equity and inclusive support
- Confident in my interpersonal skills
- Prepared to continue learning and professional growth

Acknowledgements

I would like to thank my site supervisor, **Danielle Schrama**, the Director of the First Year Advising office, for her continuous guidance and support. Through her supervision, I learned valuable advising skills and professional practices.

Special thanks to the **First Year Advising team** for their generous mentorship and encouragement throughout my practicum and internship experiences.



(This was my first day working in the FYA office.)

References

Upcraft, M. L., Gardner, J. N., & Barefoot, B. O. (2004). Challenging and supporting the first-year student: A handbook for improving the first year of college. Jossey-Bass, An Imprint of Wiley. 10475 Crosspoint Blvd, Indianapolis, IN 46256.

Young-Jones, A. D., Burt, T. D., Dixon, S., & Hawthorne, M. J. (2013). Academic advising: does it really impact student success?. *Quality Assurance in Education*, 21(1), 7-19.



For questions/comments,
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