



Student Support & Services Task Force

Advising Recommendations

Friday, December 9, 2011



“Students identifying inadequate advising as a significant factor in their decisions to leave college. On the other hand, the positive attitudes of faculty and staff seem to be the strongest contributors to students’ success”

Insight into Advising: Best Practices Nationally

For the most part, non-profit education utilizes a passive approach to advising meaning students come in at their own leisure. This creates scenarios where students slip through the cracks.

Proposal: Through research in best practices, City Colleges of Chicago has the opportunity to become a leader in advising through an intrusive advising model. Ideas were generated by looking at institutions nationally and determining what may work at CCC.

Best Practices for High Performing Institutions:

- Valencia Community College: Does not require advising for all students and relies on technology “LifeMap” to coach students through the academic landscape
- Loyola University Chicago: Group advising methodology intertwined with College Success Course taught by advisors
- Moraine Valley Community College: Does not have caseload management system
- North Central State College: Intrusive advising model, Noel Levitz Inventory, College Success Course

More than half our new students leave before earning 15 credit hours.
We need an aggressive approach to advising which includes:

- Online Orientation to set expectations
- Orientation/Group Advising Model
 - Discussion of advisor and advisee expectations
 - Financial aid (repeat from online orientation) to discuss implications of utilizing financial aid
 - Review placement test scores
 - Registration
 - Option for one-on-one
 - Program options
- One-on-one advising between week 2-4
- Robust early alert system with close collaboration between faculty and college advisors
- Intentional workshops designed to help students prepare for: transfer, career, study skills, etc.
- One-on-one advising session held during weeks 11-16 to provide opportunity for students to reflect on semester
- Once final grades post, advisors will run report for all students who dropped below 2.0 for additional counseling

Student Support and Services (College Advisor / Intrusive Advising)



GETTING THEM ON A PATHWAY

INVENTORY ASSESSMENT

- Student Goals / outlook
- Life Interests
- Career aspirations
- Income needs
- Family Supports / obligations
- Lifestyle considerations



GET STUDENTS TO MAKE A LIFE PLAN

- Education objectives / Ed. Plan
- Financial planning
- Personal Support
- Employment prospects
- School / life balance



DROPOUT PREVENTION

AGGRESSIVELY IDENTIFYING:

- Completion Issues
- Wellness
- SAP holds resolution
- Financial aid concerns
- Early alerts / course risks
- Academic supports required



REGULAR FOLLOW-UPS

- Scheduled appointments
- Emails, phone calls
- Classroom visits
- Education plan adjustment
- Student segmentation



GOALS ACHIEVED?

NO

YES



MOVING THEM ON

TRANSFER OR CAREER

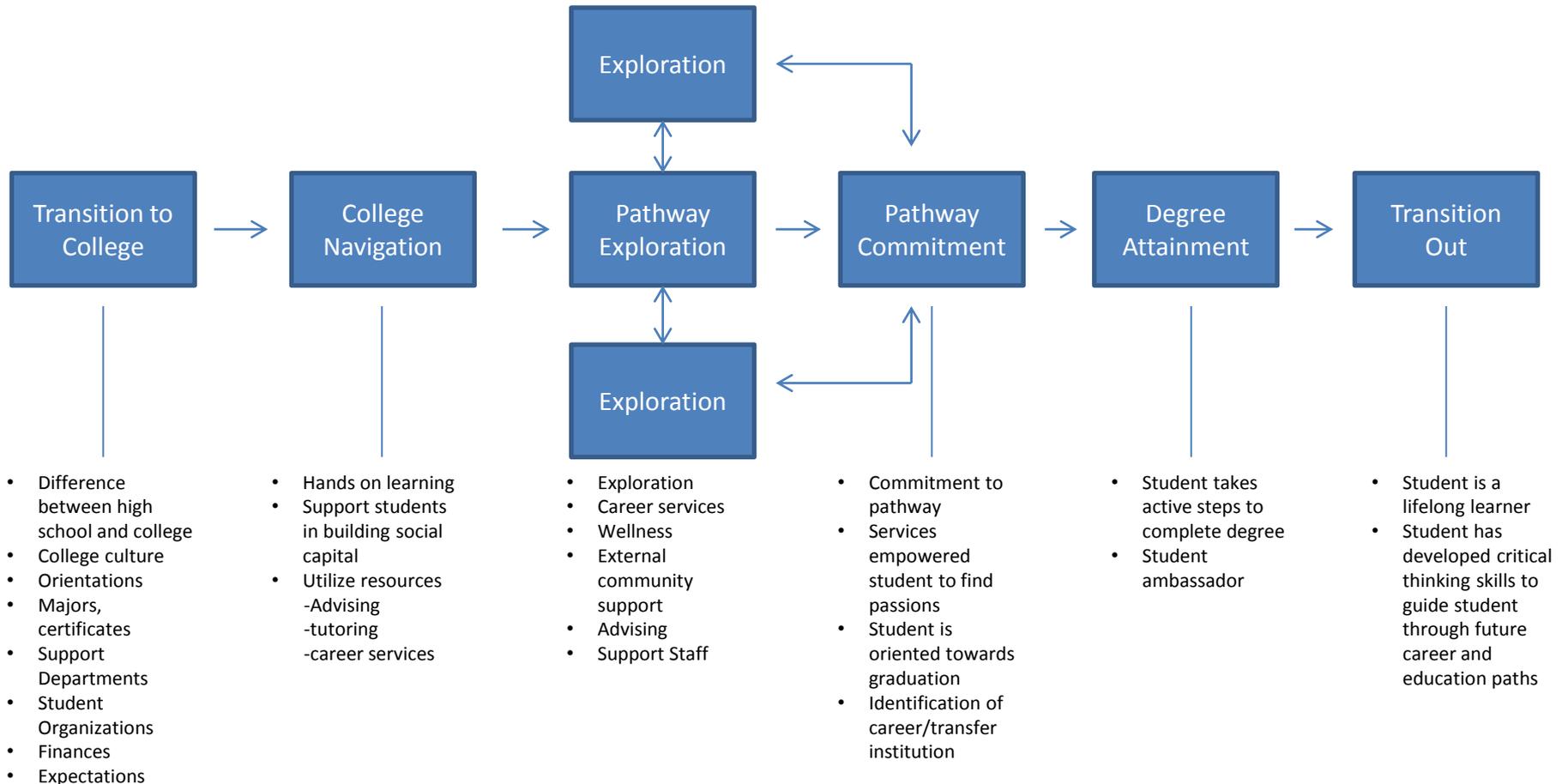
Advising Guidelines

To help our students in transition make informed choices, our advising strategy should start with three goals:



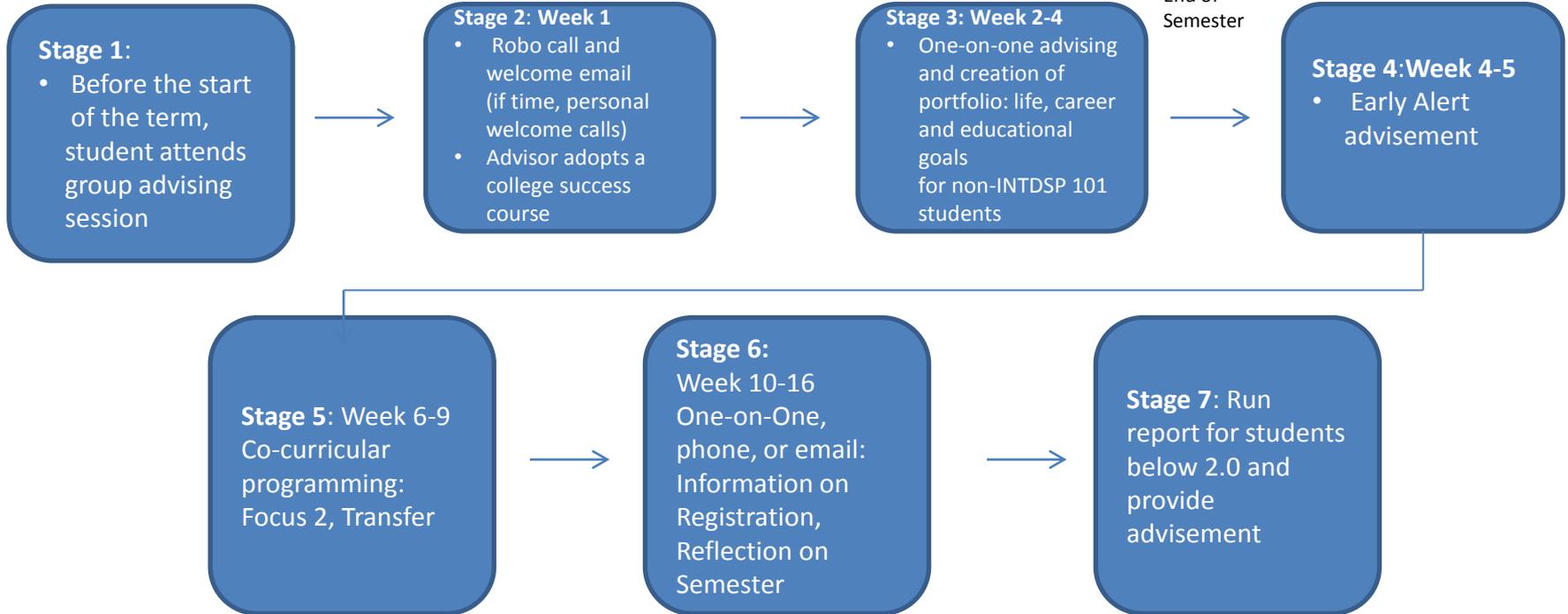
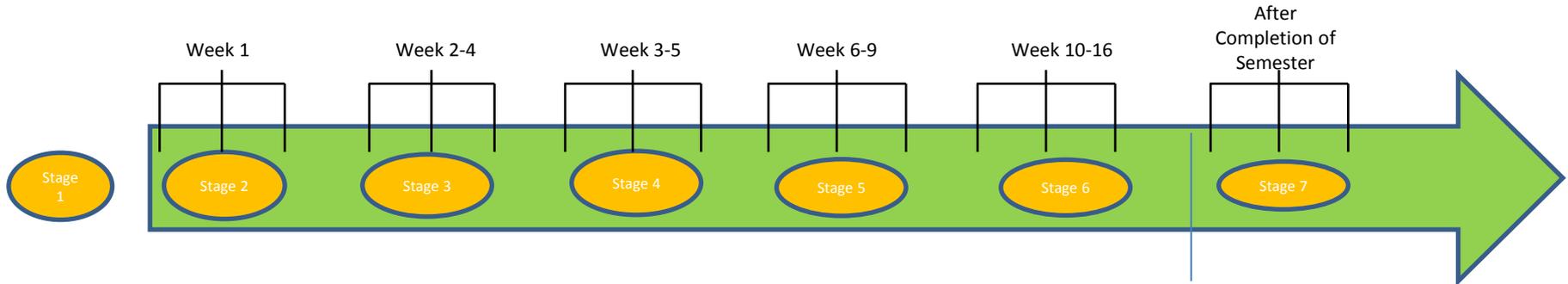
Understanding our students' development over their college lifespan

Understanding where our students are will guide us in designing educational and life plans for each student. The stages below provide guidelines to understand student development. The stages can happen sequentially, regress, or happen concurrently. Our objective is to provide services designed to keep students on their path and move them forward.

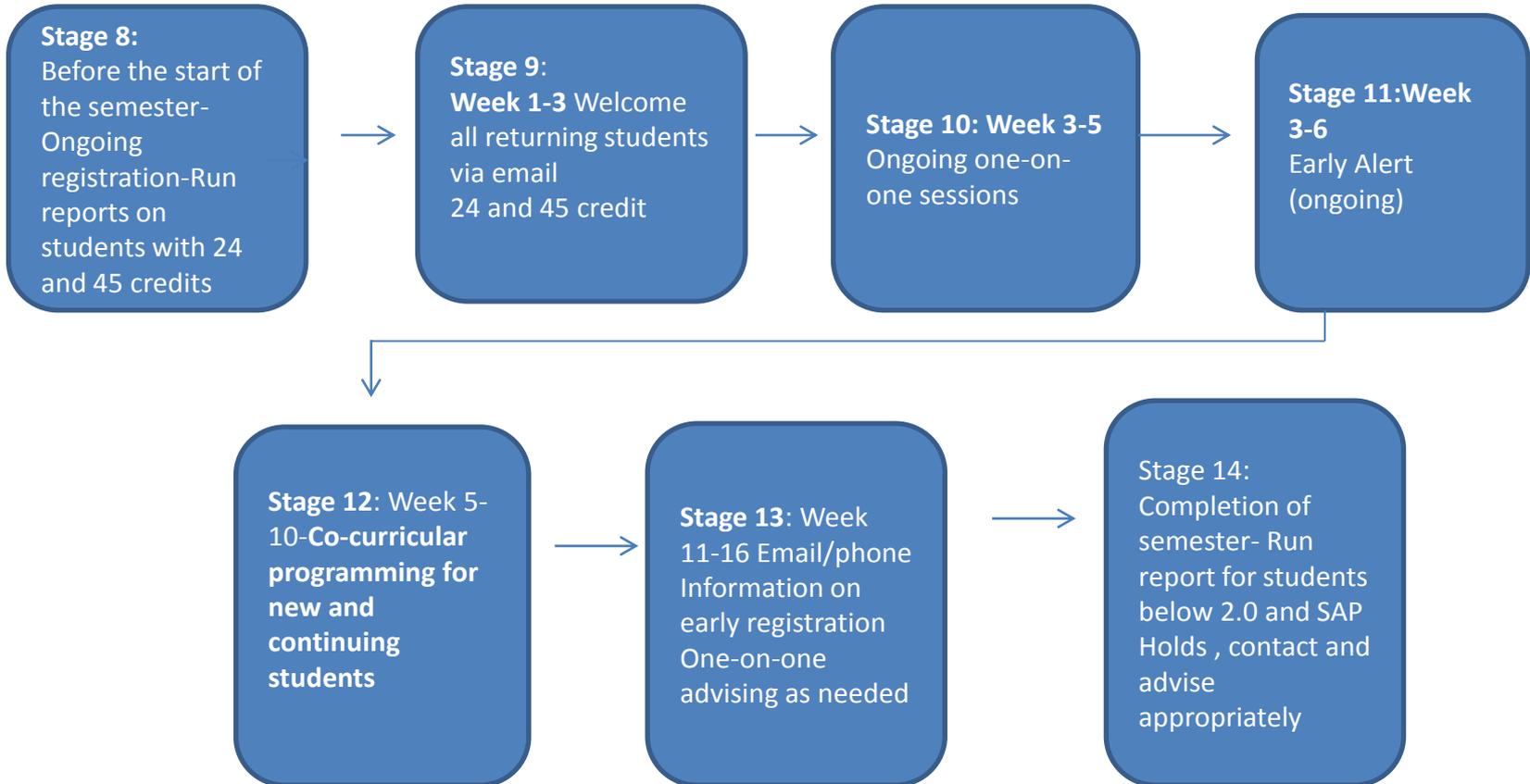
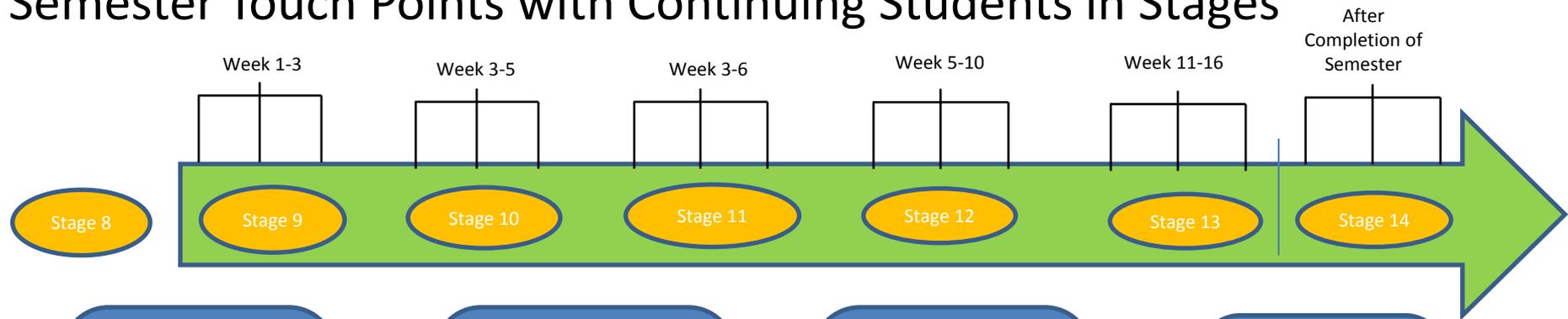


Stages are a hybrid of concepts taken from Valencia's LifeMap and Minnesota's GPS Life Plan

Semester Touch Points with New Students in Stages



Semester Touch Points with Continuing Students in Stages



Stage 1: Group Advising

One of the most effective ways to improve the student experience of long lines and confusion during registration is to design a thoughtfully crafted group advising model.

Group advising would provide students with the ability to: schedule an appointment, provide predictability, create opportunities for students to meet each other, effectively utilize space, etc.

The group advising workshop should be facilitated by minimum: two college advisors, faculty, clerical staff and peer mentor. If available, financial aid representative should be included. The size of the group should be limited to approximately 25-30 with the duration of the program lasting 3 hours.

Group Advising: Phase I 1.5 hours

- Introduction and Ice Breaker
- Define Advising
- Staff
- Department location
- Advisor Responsibilities
- Student Responsibilities
- Expectations
- Making Appointments and Related Etiquette
- *Small Group Activity-Engage students with peers to recap information*
- Degrees
- Life, career and educational planning
- College Success Course
- Satisfactory Academic Progress (SAP)
- Maximum Time Frame and Financial Aid
- Dropping, Adding Courses and its Impact on Financial Aid
- Prerequisites
- Technology: Student Email, Appointment Management and Early Alert, Degree Audit
- Career
- Transfer and Articulation
- CLEP, DANTES
- *Small Group Activity-Review and recap key takeaways from presentation*
- Test Scores
- Student Readiness Inventory

College Readiness Inventories

As a means to better understand students' strengths and weaknesses, many colleges and universities are relying on student inventories to determine how to best advise students and what services to provide.

Inventories provide a school with a deeper understanding of student persistence characteristics: self-regulation, self-efficacy, social comfort, resiliency, campus engagement, educational commitment, academic engagement, etc.. Given this insight, advisors can design an academic plan to meet the needs of the student.

Learning and Study Strategies Inventory

- Approximately 200 Community Colleges Use LASSI
- Can be tailored to CCC specifications
- Can be administered electronically
- Approximate cost per exam: \$3.00

"When the LASSI is given to students prior to the academic coaching appointment, it allows the coach to assess the student's strengths and weaknesses"

-Sara Bayerl, Belinda Bryce & Paula French, Rochester Institute of Technology

http://www.hhpublishing.com/_assessments/LASSI/2009_LASSI_in_Action_1/2009_article_1.html

ACT Engage

- Pilot at Wright College for students in foundational studies (results are inconclusive)
- Ability to fit into orientation
- Approximate cost per exam: \$5.00

Noel-Levitz

- One of the most common inventories
- North Central State College administers during college success course and provides scores to advisors
- Approximate cost per exam: \$7.00

Student Strengths Inventory

- Experience working with community colleges
- Can be tailored specific to City Colleges of Chicago
- Exam and reports are shorter to promote higher participation and easier interpretation
- Approximate cost per exam: \$5.00

Required Touch Points

When looking at students pathways, four major areas constitute a required touch point with an advising session. During, before, and after each semester, advisors should run reports to determine the status of their students in their respective paths. For each of the areas listed, a course of action should be taken:

Failing or withdrawing from the same course multiple times:

Using early alert systems and PeopleSoft, advisors should monitor students progress in certain courses. For example, if a student has multiple withdrawals or failures in math 99, advisors should meet with student to discuss obstacles and courses of action:

- Appreciative advising
- Tutoring
- Faculty collaboration
- Wellness center

Undeclared Touch Point:

Initiated by the advisor. Students must meet with an advisor once a semester (minimum). An advisor will utilize resources on campus to assist the student in finding a pathway:

- Faculty advising in field of interest
- Wellness Center
- Other Advisors
- Career Center

24 Credit Touch Point:

Students should be able to declare their intent (major), occupational program, transfer plan, etc. If a student is unable to make this decision during the initial conversation, additional counseling will be required:

- Work with faculty advisors
- Career Center
- Focus 2
- Wellness Center

45 Credit Touch Point:

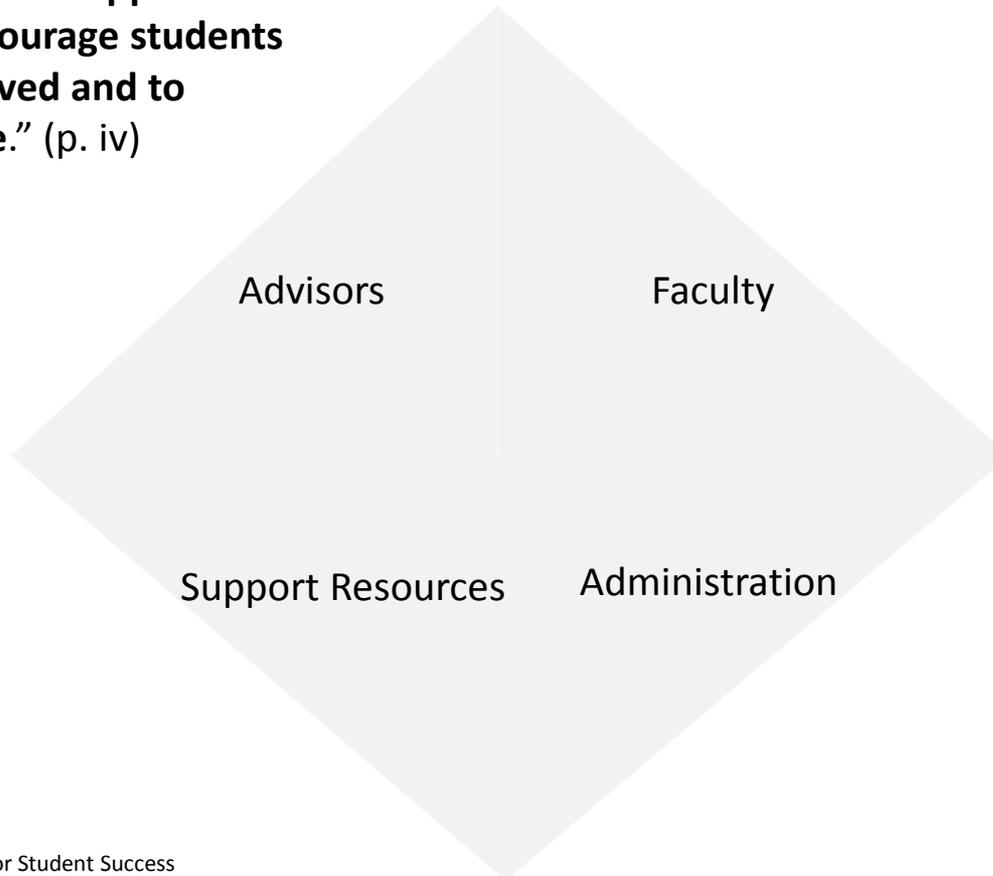
At this point, a student is preparing for graduation. A one-on-one advising session should be made to determine:

- Student is in correct program
- On target to graduate
- What additional courses are needed
- Career goals
- In-line with transfer institutions

Advising is a Shared Responsibility

For advising to be effective, the institution must integrate all departments and people into a culture of advising. A common strategy must be designed inclusive of all stakeholders.

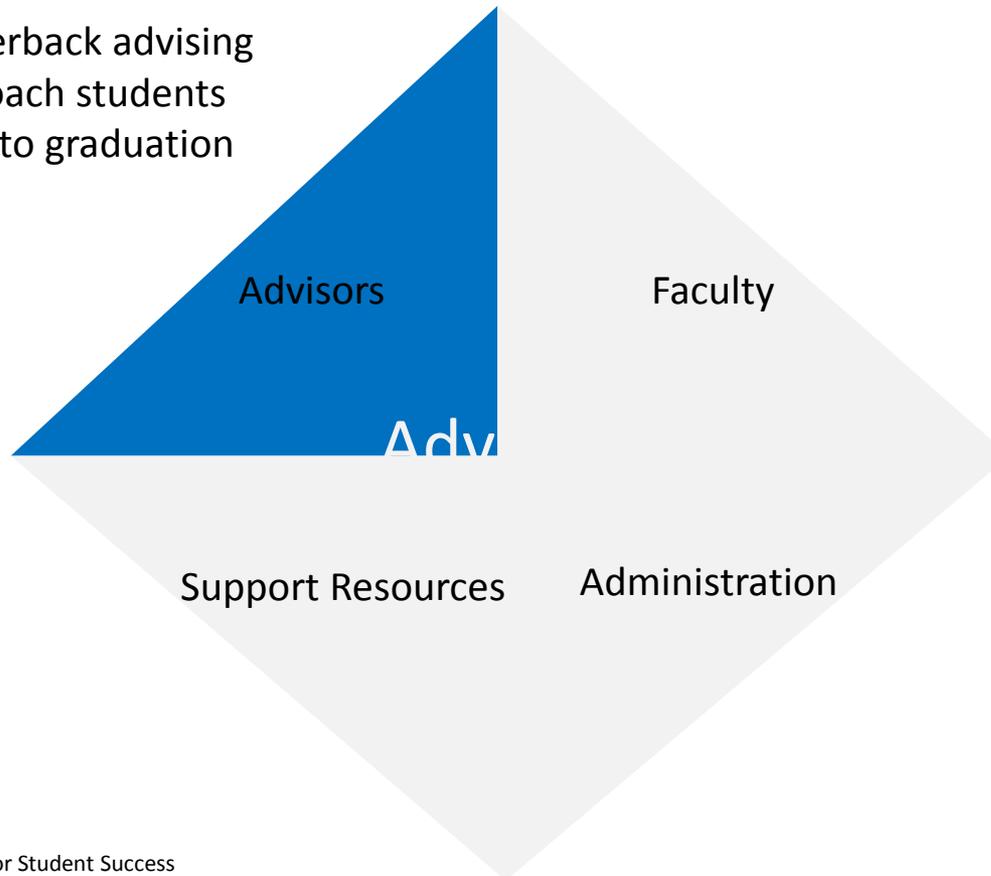
“Constructing connections between academic affairs, student affairs, and support services can encourage students to become involved and to persist in college.” (p. iv)



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Advisors: Quarterback advising strategies and coach students along their path to graduation

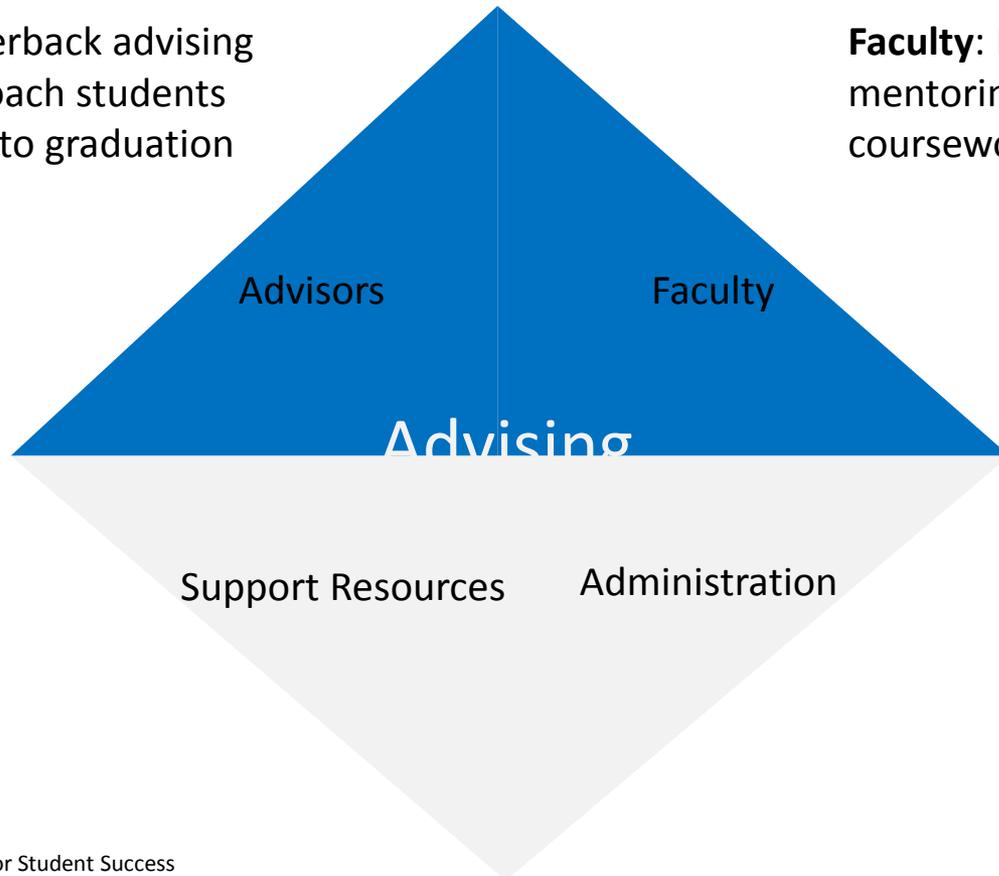


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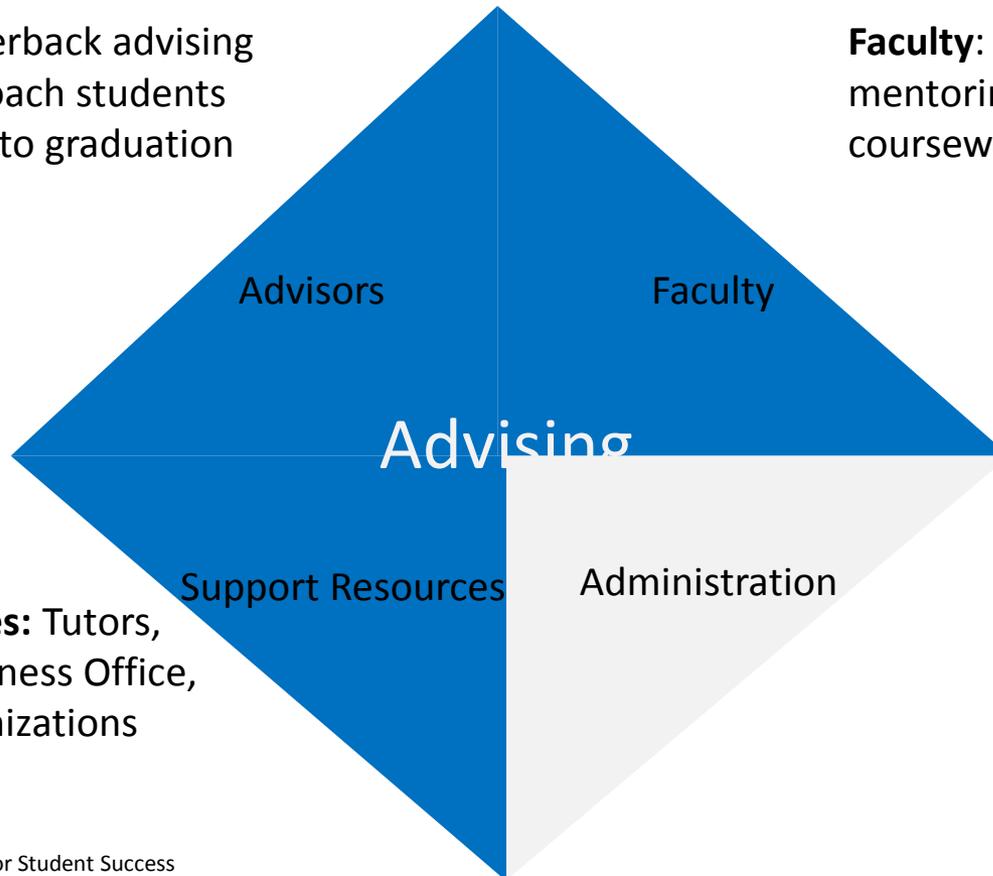


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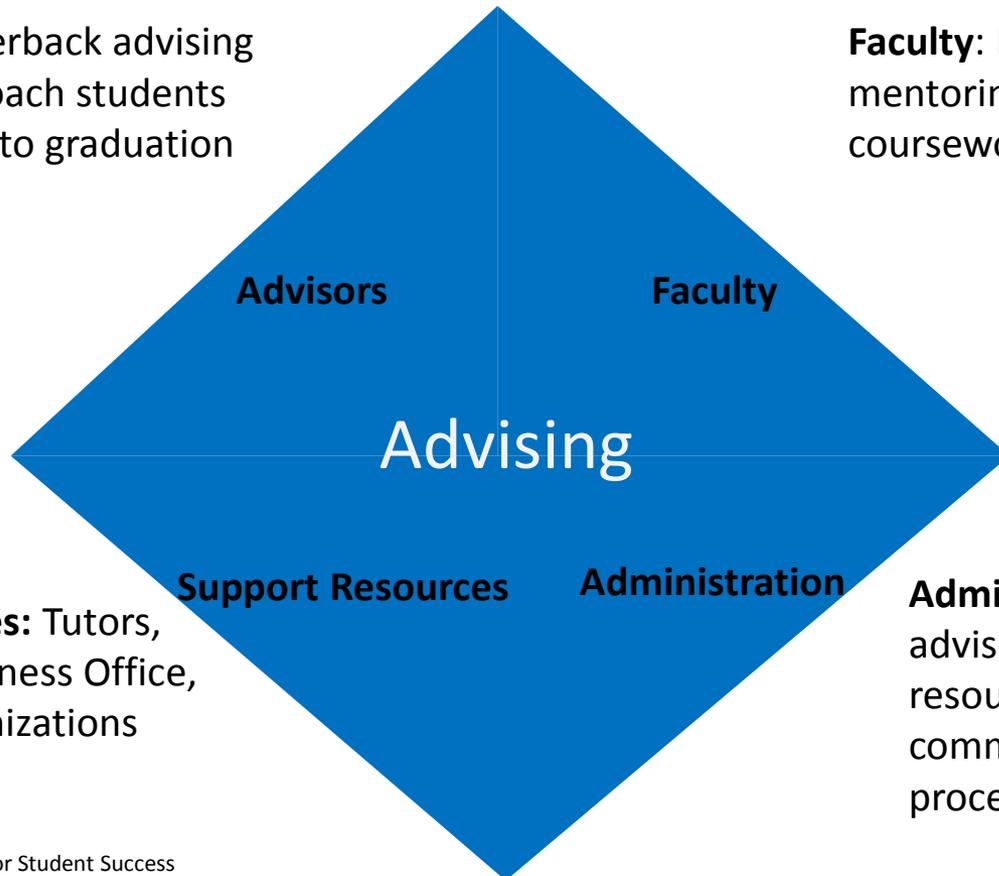
Support Resources: Tutors, Financial aid, Business Office, Community Organizations

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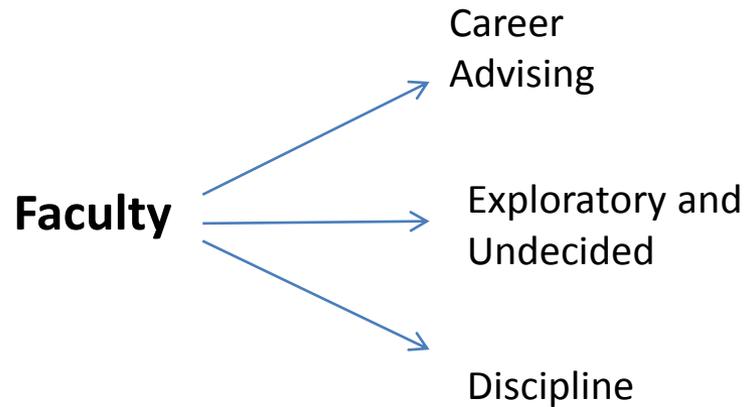


Support Resources: Tutors, Financial aid, Business Office, Community Organizations

Administration: Support advisors, faculty, and support resources through training, communication of policies and procedures, and related changes

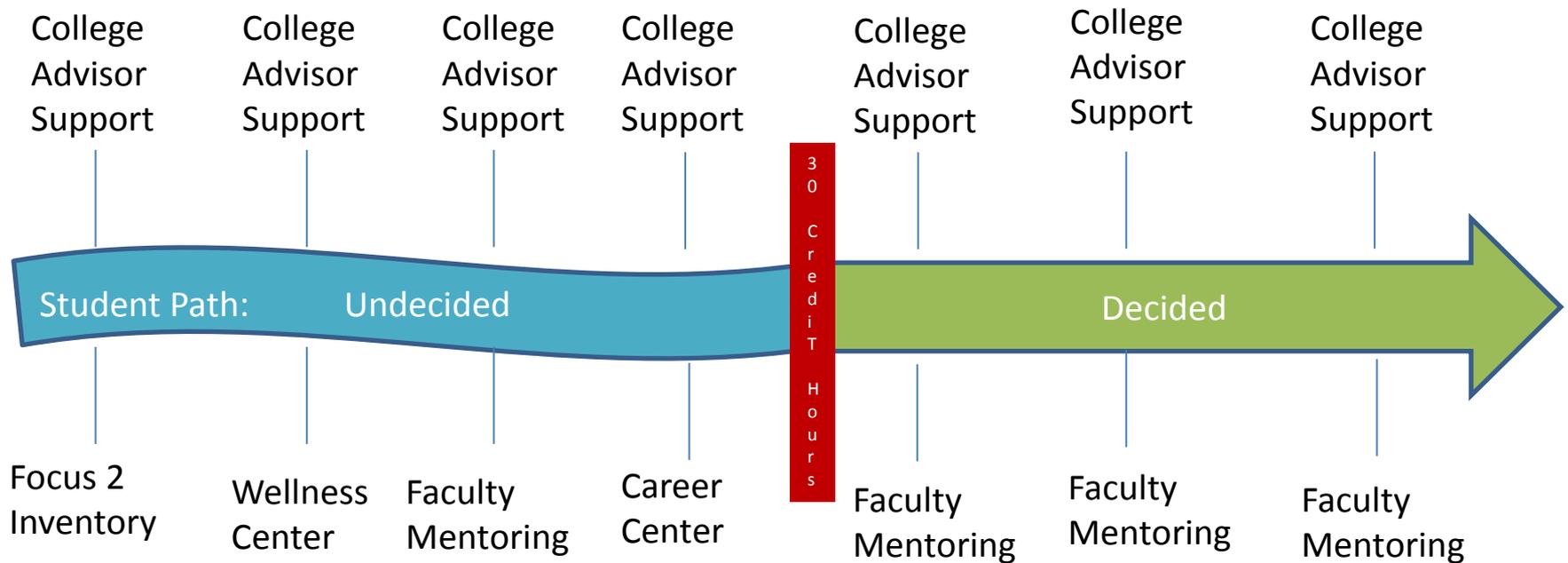
Faculty Advising

Where college advisors can provide a high level of service and consistency to our students, faculty can provide in-depth discipline and career specific advising. In order for students to get the most impactful advising, the overall picture of advising should include both faculty and professional advisors.



How Faculty Advising Works.....

The college advisor maintains their caseload of students. Once the student declares a major, the advisor will refer the student to the faculty advisor in that field who can provide in-depth advising. Faculty may also aid undecided students in the exploratory process as well. For this graph, 30 credits is a guideline used. Faculty involvement may occur from the beginning.



Faculty Advising: Required Steps to Move to a Shared Advising Culture

To move towards a proactive advising model, a cultural shift needs to take place. An overarching advising strategy needs to be designed and supported at all levels of our organization: Chancellor, Provost, VCs, AVCs, Presidents, VPs, Deans, etc.. To further support faculty advising, a framework designed around three steps should be considered (Hemwall, 2008):

Step 1

Change our definition of advising to a model of advising is teaching and learning

- Development of a common and inclusive advising strategy
- Movement towards an advising model based on student learning
- Align conversations between faculty and professional advisors

Step 2

Change and improve the level of support our faculty receive: Large-scale strategies

- Once our direction is identified, proper support and recognition is put into place (training, performance evaluations, awards)
- Obtain buy-in from key players who have authority over resources
- Encouragement of faculty to attend training workshops and advising professional development opportunities

Step 3

Changing the Support of Faculty Advisors: Small Scale Strategies

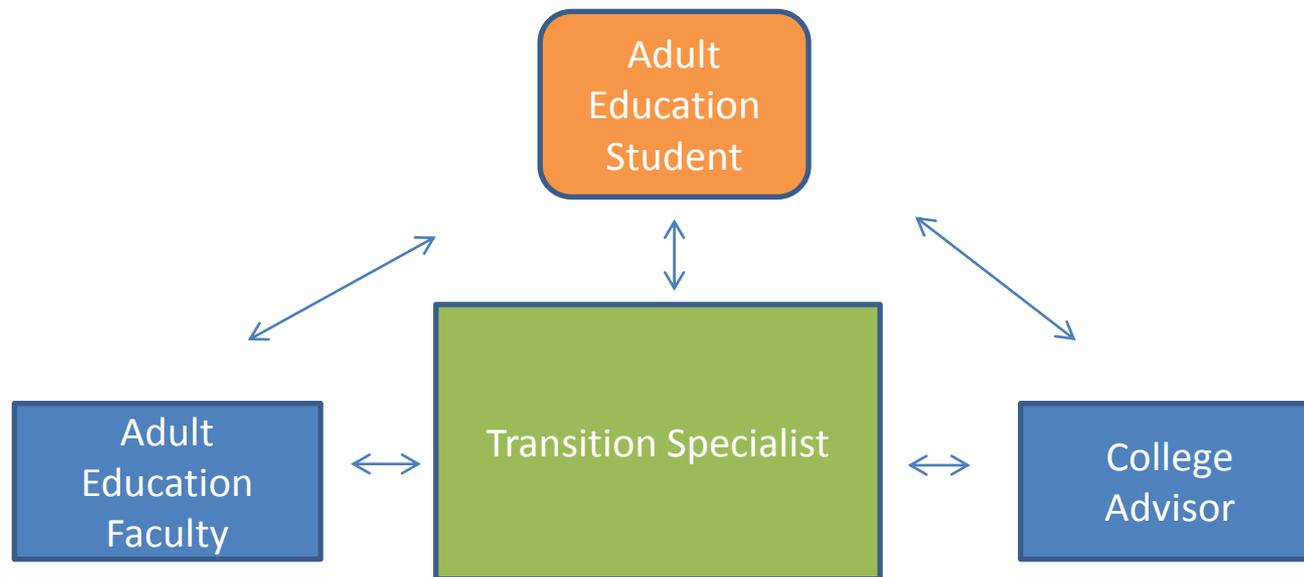
- Provide faculty with a syllabus to provide a deeper understanding of advising as teaching
- Include faculty on the design of an advising handbook
- Provide clear and timely information to advisors and faculty
- Support advising forums to create open dialogue about advising
- **Advising awards** program or ceremony

Advising Adult Education Students....

Adult education students are best advised by an individual who knows their specific and unique needs: The Transition Specialist. By building an ongoing and supportive relationship, the transition specialist is able to connect with the student long term and prepare them for college credit. For this to happen, the transition specialist needs the following:

- In-depth training for both adult education faculty and transition specialists regarding college credit programs, requirements, and relevant college advising information
- Support and close collaboration with college advisors
- Ongoing meetings between faculty, transition specialists, and college advisors to determine goals, objectives and needed trainings

Equipped with these resources and supports, both faculty and transition specialists will be in a stronger position to advise students long term and help them make the transition from GED and ESL to college credit.



Advisor Duties

Advisors perform a wide variety of duties that take time away from students on campus. Furthermore, resources to support advising are sparse. The following are areas that must be addressed for effective caseload management to take place.

