



THE WORLD'S COMMUNITY COLLEGE

Challenges Faced by Academic Advisors: Understanding and Serving the Millennial Student

Cheryl C. McKenzie, Educational Planner
cmckenzie@lagcc.cuny.edu

Patricia Garrett, Assoc. Educational Planner/Evening Weekend Students
patricia@lagcc.cuny.edu

***LaGuardia Community College/City University of N. Y.
Enrollment Management and Student Development
31-10 Thomson Avenue
Long Island City, NY 11101***

International Conference on The First-Year Experience

**Tuesday, June 24, 2008
10:00 AM – 11:00 AM
Dublin, Ireland**

Presentation

- LaGuardia Community College
 - Enrollment Service Center
 - Educational Planning & Testing Services
- Our Development Academic Advisement Model
- Academic Advisors meet the challenges of advising in the 21st
- Q & A

PROFILE OF LAGUARDIA

Degree Students: 14,185



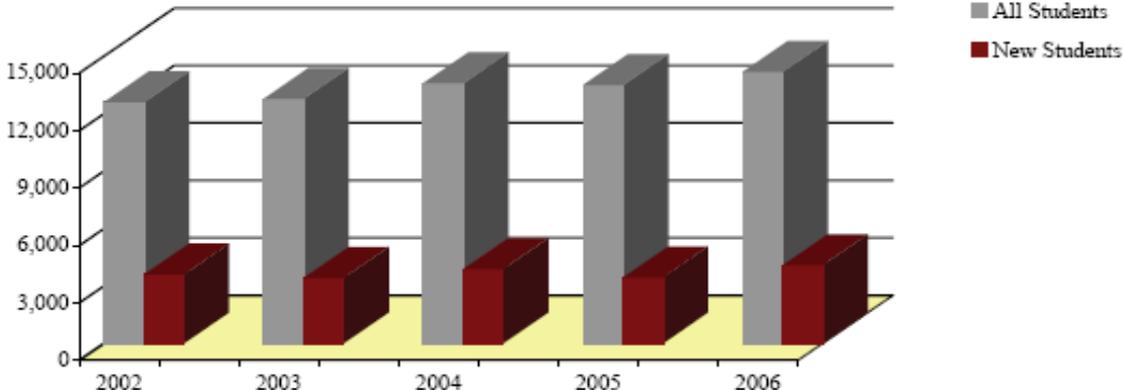
Continuing Education Students: 54,086

Enrollment Profile Summary

- Founded in 1971
- Enrollment 14,145 degree students
- Enrollment 54,086 non degree students

Enrollment Profile

Credit Students Five-Year Trend Fall 2002 to Fall 2006



	2002	2003	2004	2005	2006
All Students	12,599	12,768	13,592	13,489	14,185
New Students	3,605	3,416	3,886	3,460	4,088
New as Percentage of All	29%	27%	29%	26%	29%

Source: LaGuardia Community College Data Warehouse

Advising in Three Phases

Developmental advisement is delivered at LaGuardia Community College in three broad phases.

- **The Pre-Enrollment phase: Getting Ready for College - Pre-enrollment Advisement**, occurs from students' first contact with the College through their initial orientation and registration as incoming students.
- **The First Year phase: Becoming a Student - First Year Academy Advisement**, is defined as the first two semesters at the College, when students are enrolled in the First Year Academies.
- **The Second Year phase: Staying the Course – Second Year Advisement**, begins in the third semester, when students are engaged in their majors and developmental advisement is delivered by faculty members in the academic departments.

<http://www.lagcc.cuny.edu/academics/advisement/default.aspx>

Enrollment Services Center (ESC)

Established June 2005

- Designed to provide students with integrated service and a new approach to enrollment
- ESC is a critical hub for students, providing comprehensive services ranging from Academic Advisement & Registration to Financial Aid assistance and Graduation Audits

Educational Planning and Testing Services
Student Financial Services
Registrar and Records Management

Responsibilities of Educational Planners

- Assists students in developing competencies and knowledge relative to the enrollment process and the transition to college.
- Function as a “Specialist” who advises students in pre-enrollment/non-credit, basic skills, and pre-major phase of their study. Helps students understand academic as well as graduation requirements and standards.
- Cross trained to provide Academic Advisement, general Student Financial Aid information, registration and testing issues in the Enrollment Center.

LaGuardia Community College Enrollment Services Center



What is New Student Advisement and Registration?

- Mandatory for all new and transfer students admitted for the first time
- Students receive an overview of the college and information on:
 - First Year Academies
 - Learning Communities
 - Degree and major requirements
 - Advisement and registration processes
 - Developmental/Basic Skills Courses
 - Student Life/Activities
 - Tuition and Fees
 - Full-time/Part-time status
 - Financial Aid

Cross Campus Collaboration



Presentation Outline

- **According to Dey, Astin, and Korn (1991) First Year Students. Trends and issues impact student advisement.**
 - A. Millennium students were shaped by:**
 - Demographic characteristics
 - Socioeconomic trends
 - World/national events
 - Multiculturalism
 - B. A view of the LaGuardia Community College successful educational planning advisement model
 - C. Challenges faced by academic advisors & solutions
 - D. Conclusion

Overview

- This presentation will enlighten college administrators, academic advisors, faculty advisors, and development educators of the important role that they have in student success and retention of first year, ethnic minorities and international students. (Frost, 1991).
- A look at the national award Learning Communities Program for first year students at LaGuardia Community College.
- A view of best practice programs for a diverse LaGuardia student cohort.

Define the Millennium Student

- The Millennium Generation are those who were born between 1982 and 2003 (defined by Owe and Strauss, 1993)
- These students were unlike those entering college in 1980 or even 1990 (Wesley R. Habley)

What Do We Know About the Millennium Students ?

- Non-Traditional:
 - Educationally underprepared
 - Lack fluency in English
 - Limited financial resources
 - Evening and week-end
 - International students
 - Transfer (national and global)
 - Mental health issues
 - Age (faculty challenged how teach and learn)

Challenges of Advising Diverse Students

- The challenges of cultural diversity lead colleges to transitional shock in advising first year students, which placed a demand on institutions to improve academic programs and services for the 21st century students.
- Academic advisors must demonstrate understanding and sensitivity to advising developmental students and students with disabilities, academically deficient, and international students. Take into account the way in which these circumstances influence their attitudes toward college.

National Trends

- Trends had an enormous implication for those engaged in academic advising, because they challenged some of advisors basic assumptions about students (Levine, 1999).:
- Demographic & Socioeconomic Characteristics:
 - I. Trends of home environment
 2. Trends of school environment
 3. Psychological

TRENDS of HOME ENVIRONMENT

○ Data:

- 14% of school-age children live below poverty
- 14% of school age children spoke a language, other than English in the home (Dunn, 1993).
- Between 1990- 2000 nearly 9 million households headed by single parent (Future House Holds, 1993)
- 61% of students in 1990 stated that they would seek education beyond a bachelor's degree. Data from Dey et al. (1991)

Trends Of School Environment

- Demographic Data:
 - Nearly 25% of US population has less than high school diploma (Chronicle of H.E. Almanac, 1994)
 - 43% high school students who intended to go to college did not take comprehensive courses (College Testing Program, 1994)
 - Nearly 40% of college-bound high school graduates believe that their education is or below average (ACT)
 - It was projected in the year 2000 more than a half million students earned a GED

Gender and Age Demographics

- According to the US Department of Education (1989). It was forecasted that by 2000 women would exceed 55% of the student population.
- According to the Institutional Research Department at LaGuardia Community College (2007), enrollment of women was 64% (we exceed the national average).

Challenges & Solutions 1:

Overwhelmed

○ **Issues:**

- Learning a myriad of info
Awareness of your college resources
- Must know database systems
- Must know basic highlights (e.g. new programs, change of requirements)
- Need effective way to communicate changes in a timely manner

• **Solutions:**

- ✓ Create your own training manual
- ✓ Seek correct answer
- ✓ Develop a list server of colleagues and seek information
- ✓ Seek out a mentor

Challenges & Solutions 2: Enabling vs. Advising

○ **Issues:**

- You have to know when you are giving out too much information and not enough.
- Be specific, concise and clear
- Develop listening skills
- Keep appointments
- Know the 504 laws

○ **Solutions:**

- ✓ Illustrate to students how to perform the task: e.g. how to access registration, student records, etc.
- ✓ Give students clear directions, name, location of resources on campus.
- ✓ Set boundaries for yourself (e.g. do not work through lunch, wait for students who did not arrive for appointments on time.
- ✓ Remember the confidentiality rules.

Challenges & Solutions 3: Communication

- **Issues:**
 - The impact of technology and easy access to information
 - Advising disgruntled students
 - Students demand instant responses
 - Discussing personal issues
 - Be aware of cultural issues Communication
 - Establish academic and career goals with students
- **Solutions:**
 - ✓ Empathize with the student, regardless of your feelings for their situation.
 - ✓ Explain to the student their options.
 - ✓ Be aware of University procedures if student chooses to take action, e.g. appealing a grade.
 - ✓ Remain calm if student becomes angry or belligerent. (The Mentor , January 1999)

Conclusion

In reviewing the data of trends, issues, and demographics of the millennial student, participants have an understanding of how academic educators capture the data and project the impact that these trends have on developing programs for first year students, curricula, and degree majors.

It is evident that the academic advisement models have shifted from the paradigm of two decades ago. It was more of counseling and advisement. The new paradigm is that academic advisors must now serve in the role of advocator, mediator, orchestrator, intervener, monitor student progress.

Conclusion...cont.

- Counselors are the first college representative to interact with new students and many times of continuing students...this is very assuring to students. This make a student feel a connection with academic counselors...this can impact retention. Students must feel that they can identify with the campus culture, this also can impact retention. The education institution must serve as a facilitator and connect students to services.
- The future of the Enrollment Service Center will become more efficient with the new technology and registration system in 2010, which will improve our services to student and the college. Our thirty year history reflects national awards of the Cooperative Educational Program, Middle College, and the developmental program of Learning Communities, to name a few, but the reason these programs are still very successful is because of Academic and Faculty Advisement.

References

- Dey, E.L., Astin, A.W., & Korn, W.S. (1991). *The American Freshman: Twenty-five year trends*. Los Angeles: University of California at Los Angeles, Higher Education Research Institute.

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- Habley, W.R. (1981). Academic advising: Critical link in student retention. *NASPA Journal*, 28. (4), 45-60. First Year Students: The Year 2000.

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- Upcraft, M.L. (1993). Orienting today's students. In M.L. Upcraft, R. H. Mullendore, B.O. Barefoot, & D.S. Fuidler (Eds), *Designing successful transitions: A guide for orienting students to college* (pp.1-8). Columbia, SC: University of South Carolina, National Resource Center for Freshman Year Experience.

ENTERING DEGREE STUDENTS – Basic Skills at LaGuardia C. C

Fall 2007

FRESHMAN & TRANSFER

- ESL 19%
- BASIC SKILLS 49%
- NO BASIC SKILLS 32%

Spring 2008

FRESHMAN & TRANSFER

- ESL 23%
- BASIC SKILLS 47%
- NO BASIC SKILLS 30%

Facing the Challenges of the Millennial Student at LaGuardia CC

- ESL/Development Skills
- First Year Institute Programs
- Learning Communities

BENEFITS

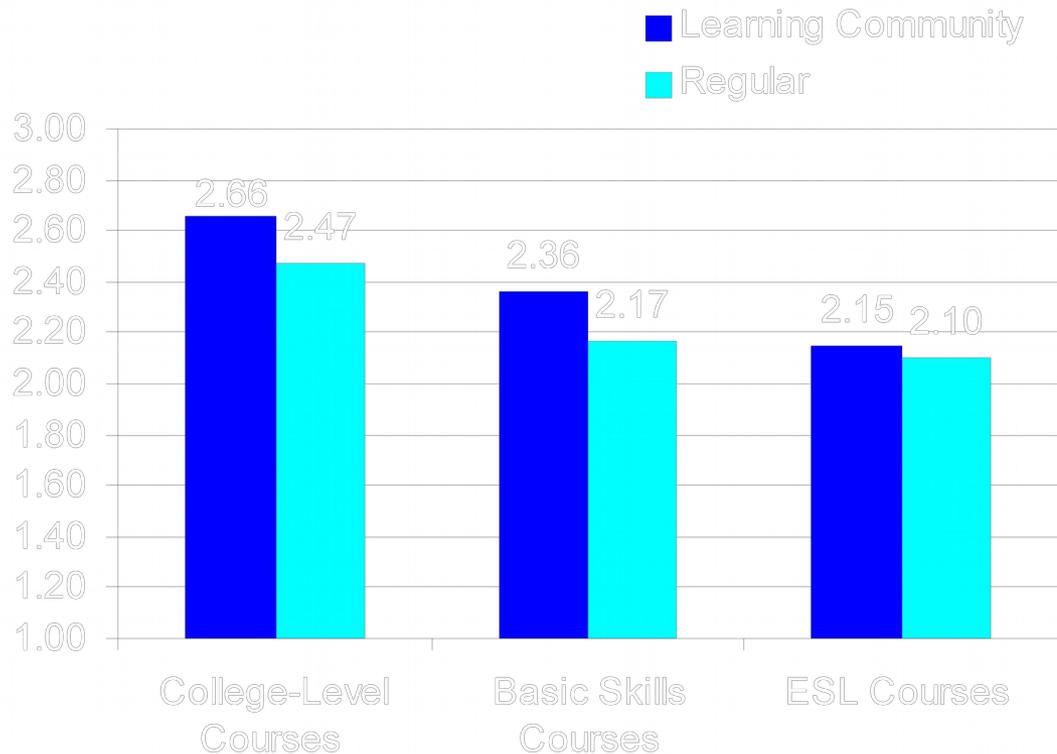
- Increased amount of time between students and faculty members
- Instructors are more aware of each student's learning style and needs
- Students are much aware of each other and their peers' learning
- Provide a means for achieving some positive outcomes as college level classes are paired with basic skills classes
- Stand alone classes would not achieve the same success

SUCCESSSES OF MILLENNIAL STUDENTS

- More new students are advised and registered per semester than in previous models
- Continuing students register earlier in the semester
- Learning communities improve students' GPA achievement

Outcomes of ESL Learning Communities

Students obtain significantly higher grades in all course types when courses are taken in the learning community format.*

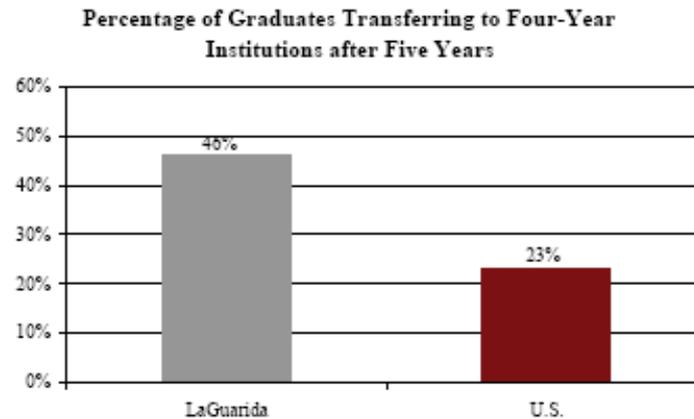


*Independent samples t-test probabilities: College-Level $p < .000$; Basic Skills $p < .000$; ESL Courses $p < .029$.

Source: LaGuardia Community College Office of Institutional Research, May 2002

LAGUARDIA GRADUATION RATE

After five years LaGuardia had graduated 8% more of its entering class of first time, full time students than the national average.



LaGuardia's graduates transferred to four-year colleges at double the national rate.

Source: LaGuardia Community College Data Warehouse; National data from U.S. Department of Education, NCES, 1996/2001 Beginning Postsecondary Students Longitudinal Study (BPS: 96/01)

“Academic advising is a development process which assists students in the clarification of their life/career goals and in the development of education plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor. It is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic process review, and an agent of referral to other campus agencies as necessary.” (Raushi, T. M. 1993, p. 9)

Questions & Answers

