

# **The 3Cs of Student Transition Success: Creating Connected, Coordinated, and Comprehensive High-Impact Advising**

**Jennifer R. Keup, Director (@jrkeup)**

**Dallin George Young, Assistant Director for Research,  
Grants, and Assessment (@DallinYoung)**

# Session Learning Objectives

As the result of attending this session, participants will:

- Hear recent national data on the role of academic advising in the first and second years of college
- Understand how academic advising is contextualized within comprehensive, integrated FYE and SOPH programs
- Explore the potential of academic advising as an emergent high-impact practice

# About Us

- Formally in 1986 (activity since 1982)
- Mission: To support and advance efforts to improve student learning and transitions into and through higher education by serving as the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions

# About Us

## Core Commitments

- Student transitions
- Connections between research and practice
- Inclusion
- Collaboration
- Lifelong Learning

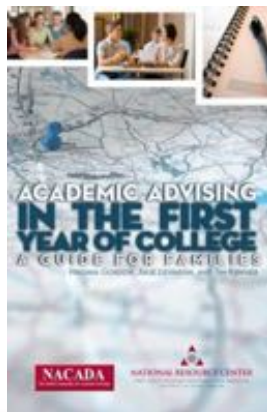
## Activity Areas

- Conferences and Continuing Education
- Publications
- Research, Grants, and Assessment
- Network communication and external partnerships

# Data Sources

## (aka “Why you should believe us”)

- 2017 National Survey on the First-Year Experience
  - N = 537 institutions
  - 80% identified academic advising as part of FYE
- 2019 National Survey of Sophomore-Year Initiatives N = 335 institutions
  - 58% identified academic advising as part of SOPH



# Brief Detour to Advising Assumptions



# Changing Role of Advising

- Standard responsibilities
  - Introduction to advising and how it is different than interactions with counselors in HS
  - Academic planning, transfer timeline, and progression
  - Major exploration and selection
  - Chart career pathways
  - Forge a connection between student and institution

# Changing Role of Advising

- Other responsibilities
  - Identity exploration and development, often through academic planning, major exploration, and career pathways
  - Skill development and competency building
  - Triage for mental health and emotional distress
  - Stewardship for financial investment in college
  - Mentorship
  - Student success tracking and early alerts



# Changing Role of Advising

- Leadership in our field
  - Important node in social network of campus, especially between academic and student affairs
  - Purveyor of message to all constituents that college isn't just about retention
  - Move academic advising as an emergent HIP
  - Tool for equity
  - Prime example of scholarly practice



Section 1:

# **ACADEMIC ADVISING IN THE FIRST-YEAR EXPERIENCE (FYE)**

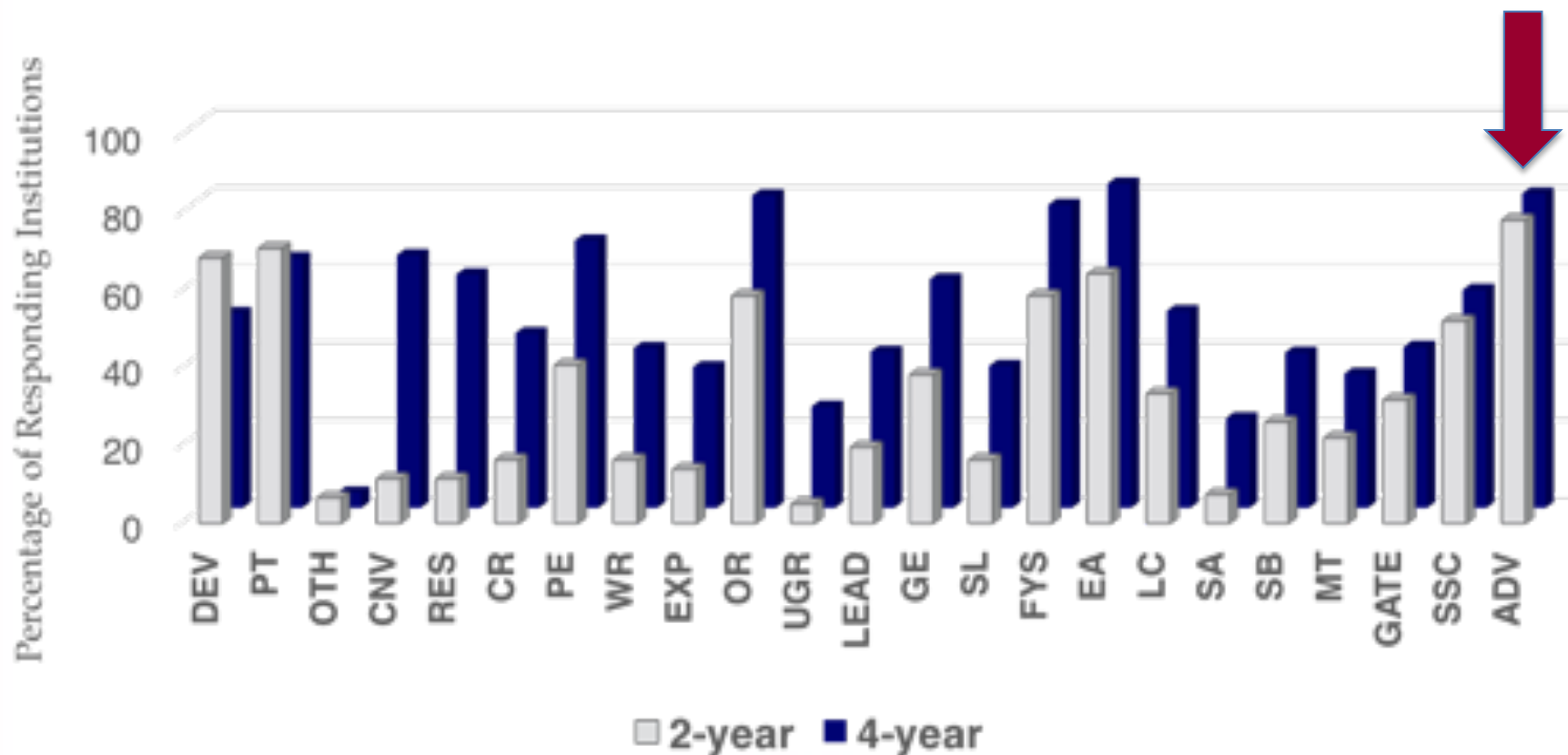
# FYE Initiatives

FYE Initiative (2017 NSFYE)	%
<b>First-year academic advising (ADV)</b>	<b>80.4</b>
Early alert systems (EA)	79.0
Pre-term orientation (OR)	75.4
First-year seminars (FYS)	73.5
Placement testing (PT)	65.9
Peer education (PE)	62.3
Student success center (SSC)	55.2
Developmental/remedial education (DEV)	54.5
General education (GE)	54.1
Convocation	52.6

N = 525 institutions

<b>FYE Initiative (2017 NSFYE)</b>	<b>%</b>
Residential programs or initiatives (RES)	48.8
Learning communities (LC)	46.7
First-year gateway courses (GATE)	39.2
Common reading (CR)	38.3
Summer bridge (SB)	36.8
Writing-intensive coursework (WR)	35.4
Leadership programs (LEAD)	35.4
Service learning (SL)	31.8
Mentoring by campus professionals (MT)	31.6
Experiential learning/learning beyond the classroom (EXP)	31.0
Undergraduate research (UGR)	21.1
Study abroad	19.4

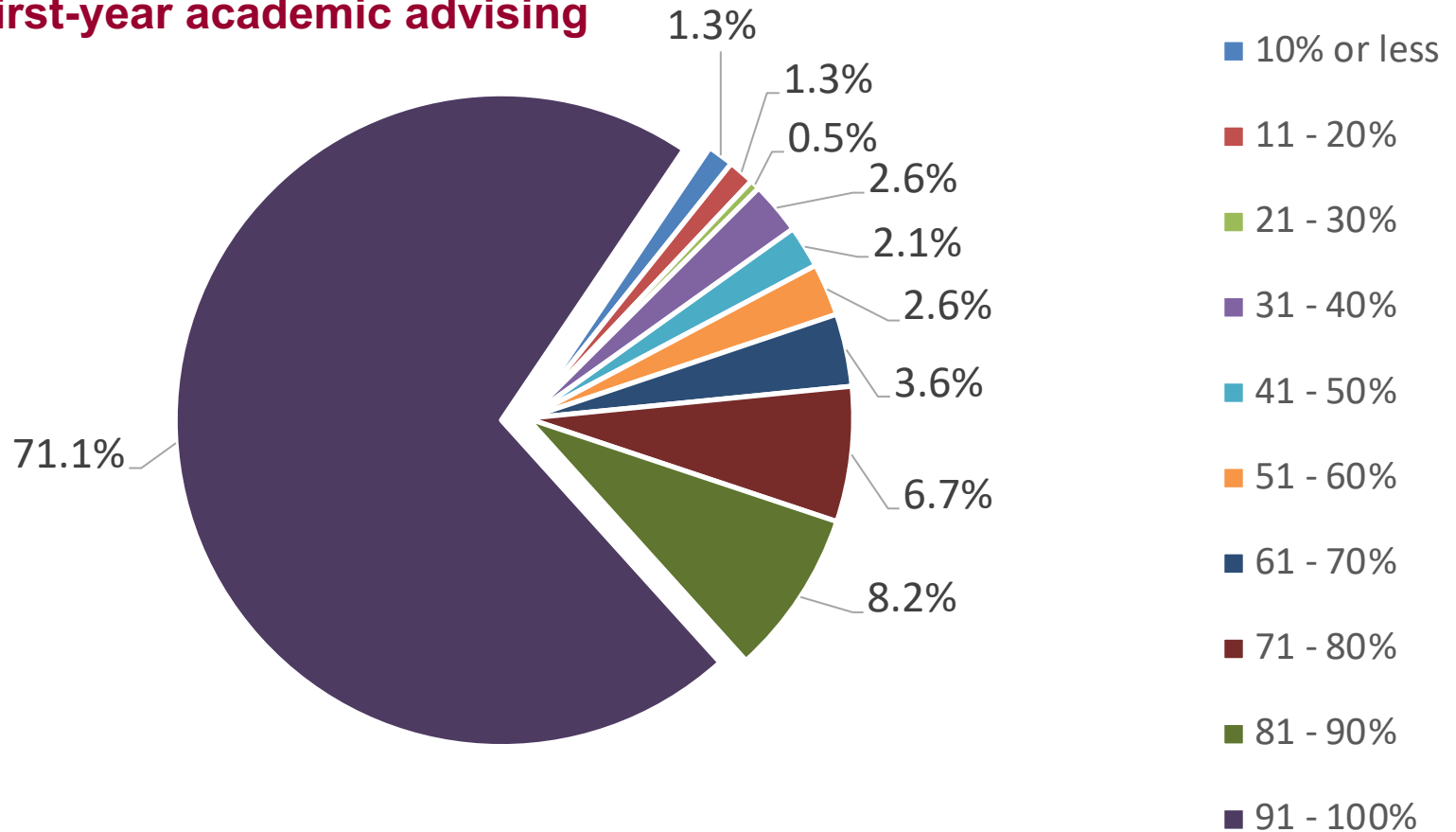
# Differences by Institution Type, But...



# Access to Academic Advising in FYE

**80.4% of responding institutions offer first-year academic advising**

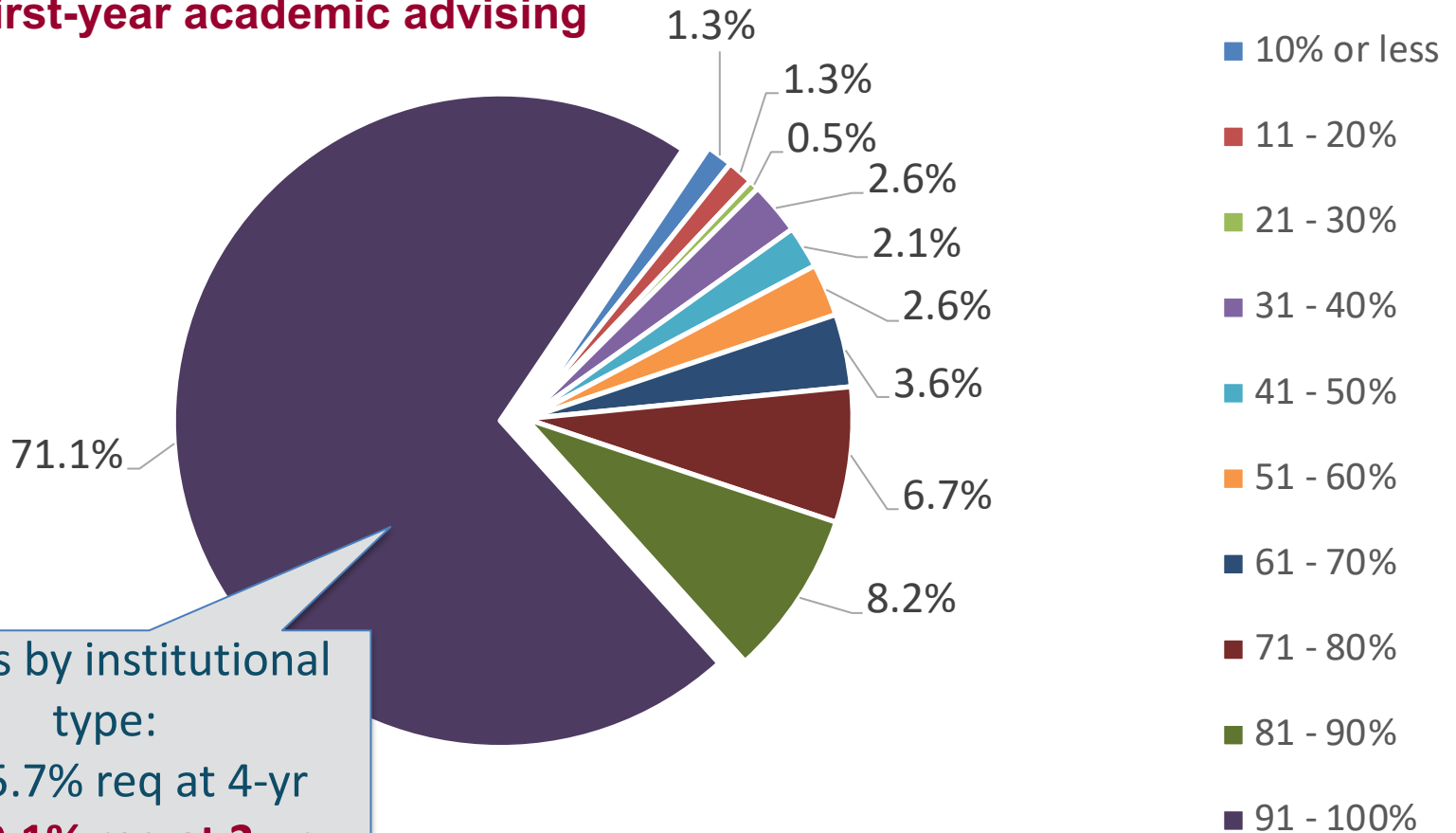
% Required to Participate



# Access to Academic Advising in FYE

**80.4% of responding institutions offer first-year academic advising**

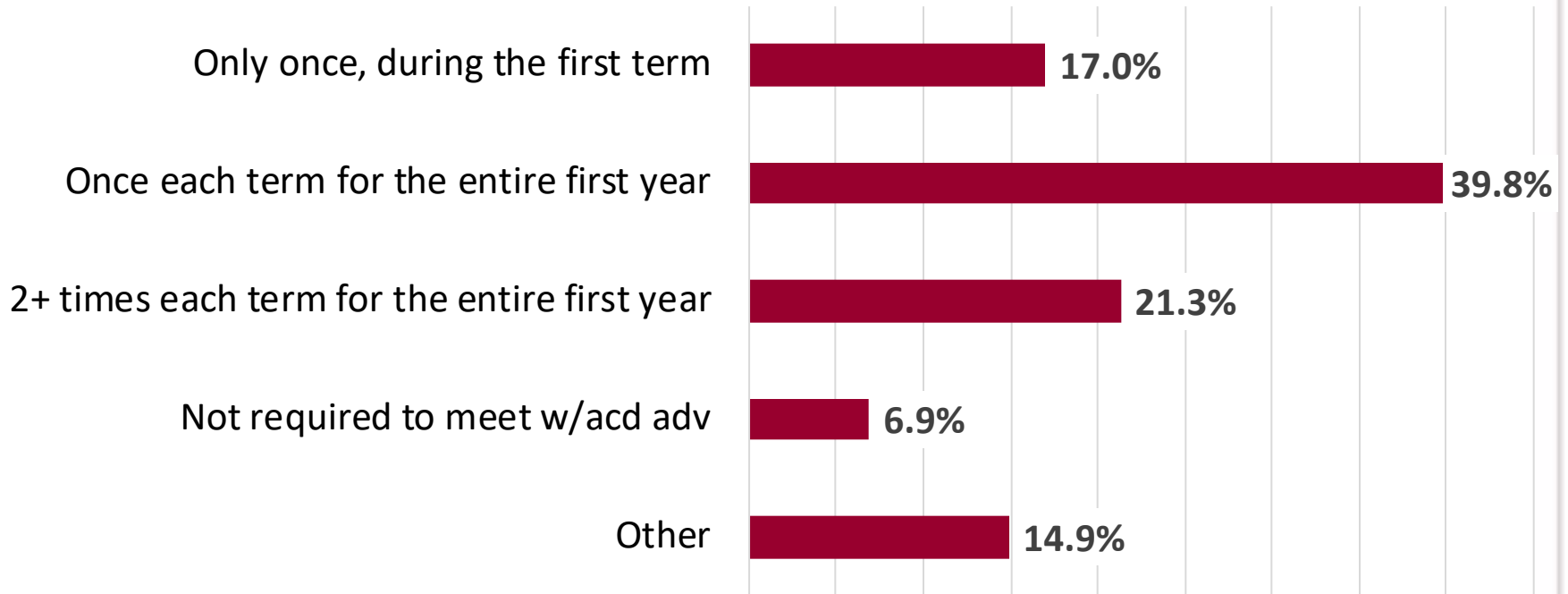
% Required to Participate



Differs by institutional type:

- 85.7% req at 4-yr
- **59.1% req at 2-yr**

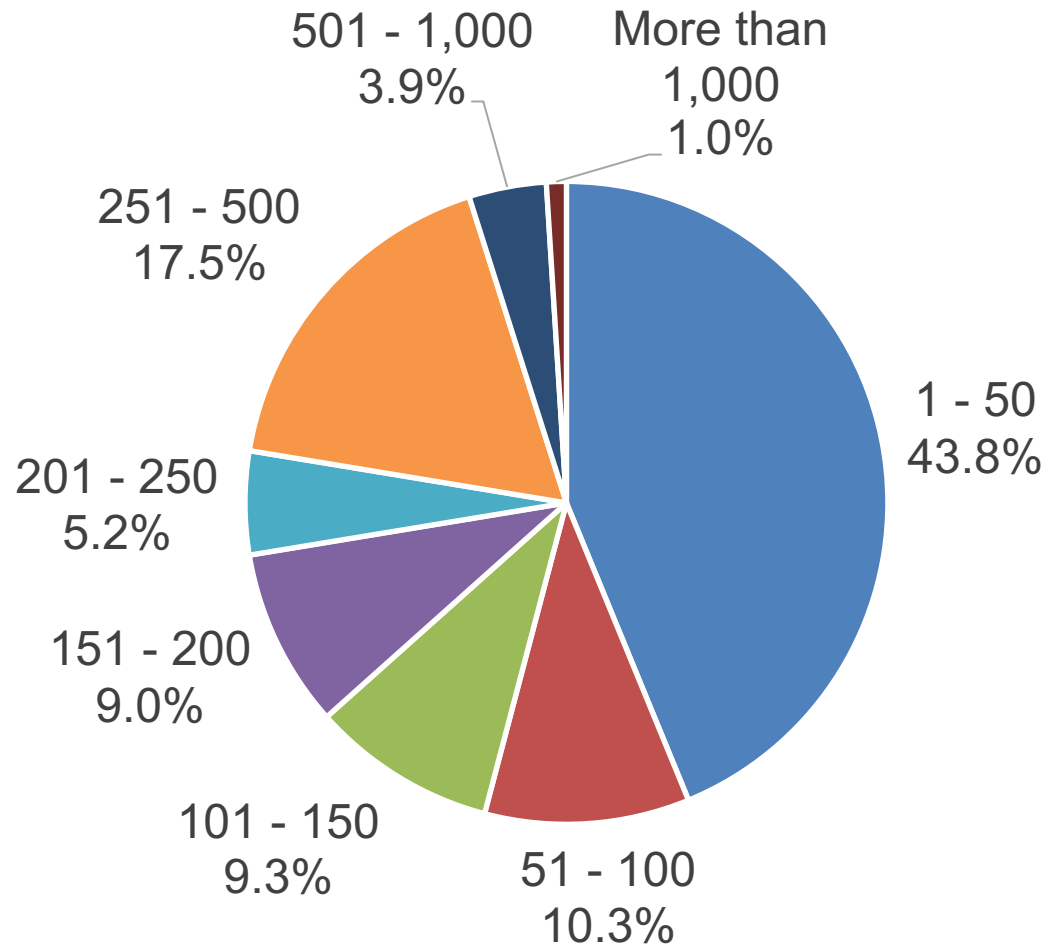
# Contact with Advisors in FYE



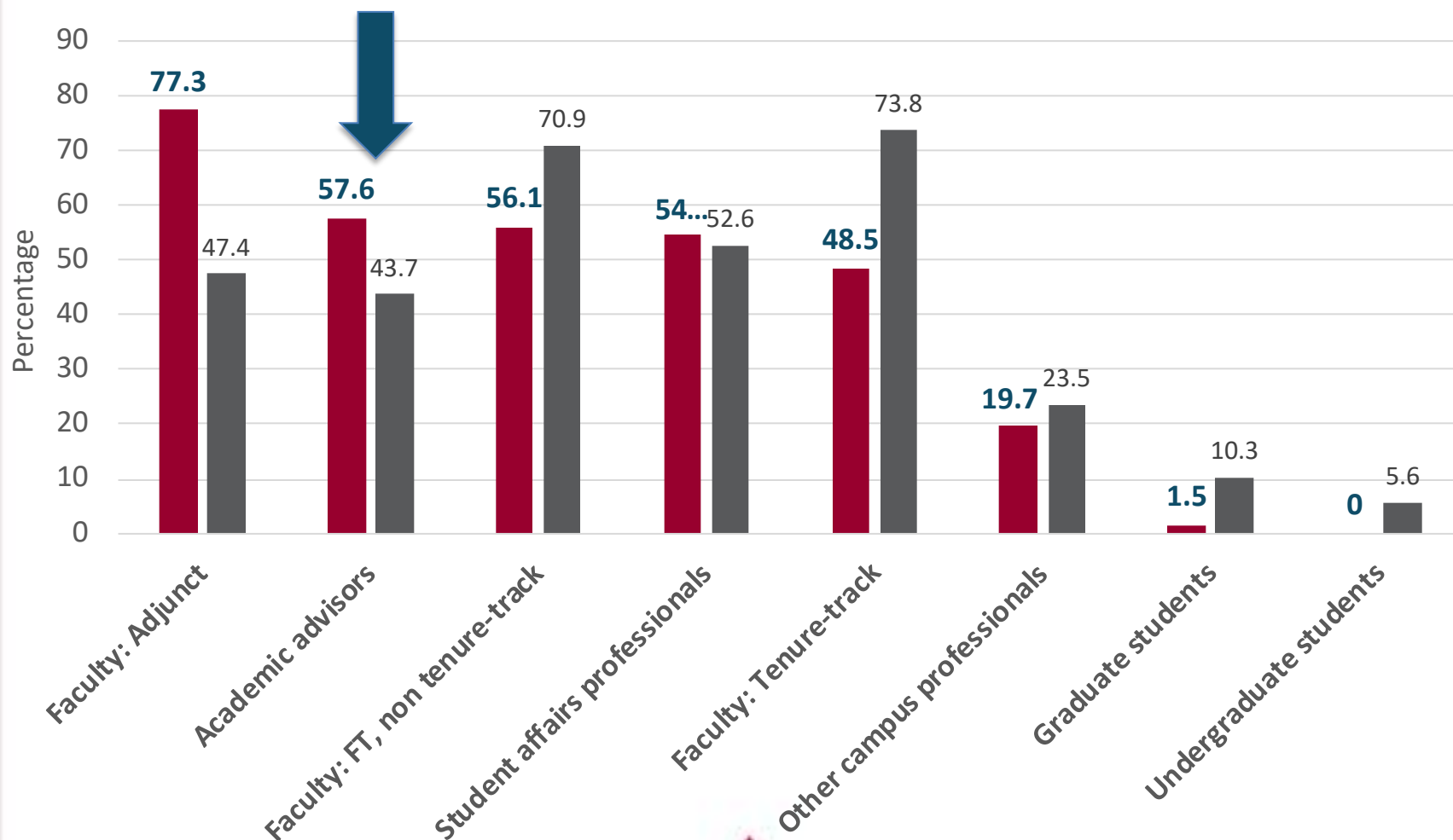


# Advising Load in FYE

Students Per Advisor



# First-Year Seminar Instruction



■ 2-year ■ 4-year

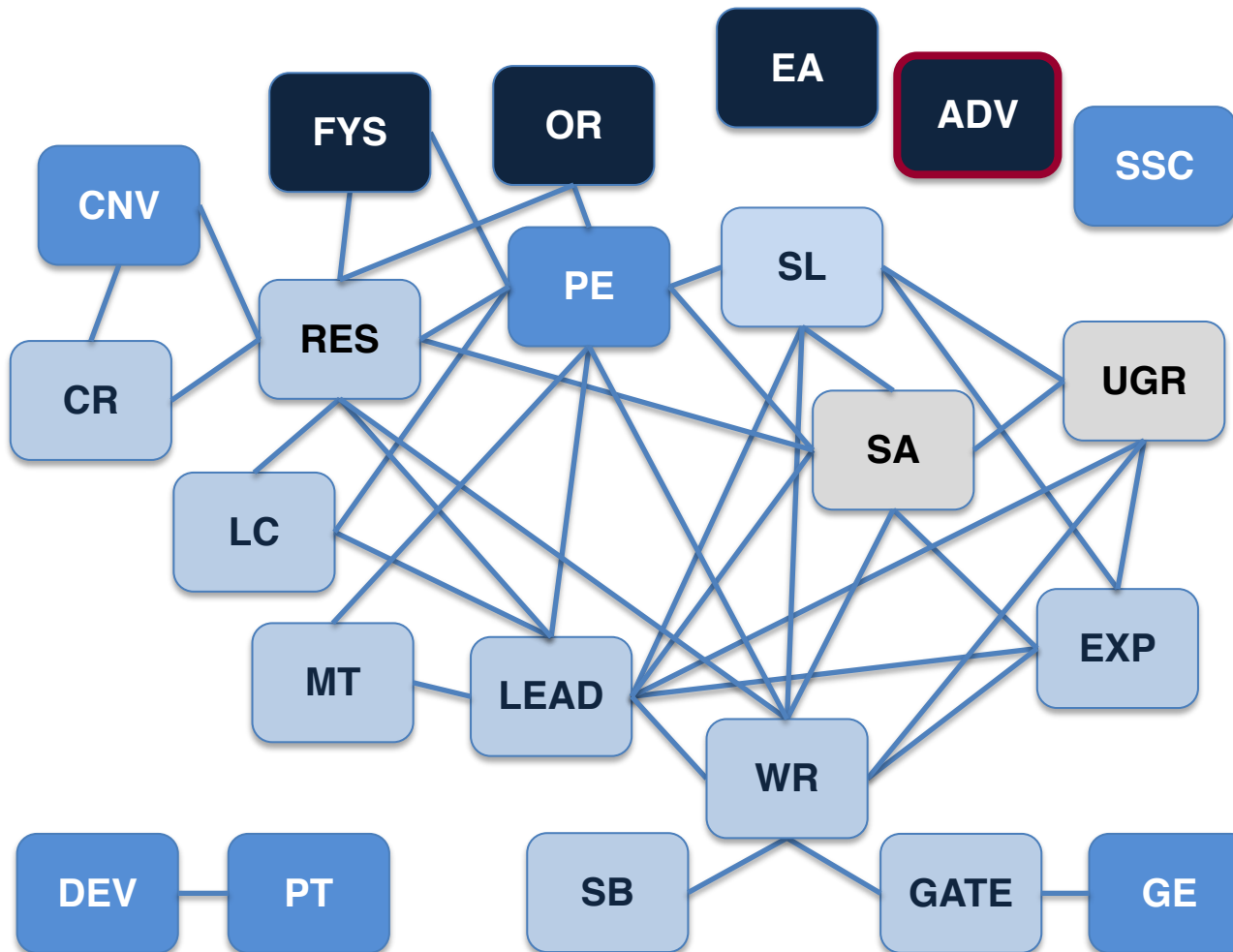
# Coordination of FYE Programs

**“A true first-year experience includes more than just one ‘star’ program and, instead, represents a constellation of support programs.”**

(Greenfield, Keup, & Gardner, 2013)



# A Constellation of FYE Programs



## Legend:

- Lines represent correlations  $\phi > .25$
- Colors of boxes represent percentage of institutions reporting FYE program offered.

Dark Blue =  $> 70\%$

Royal Blue = 50-69%

Light Blue = 30-49%

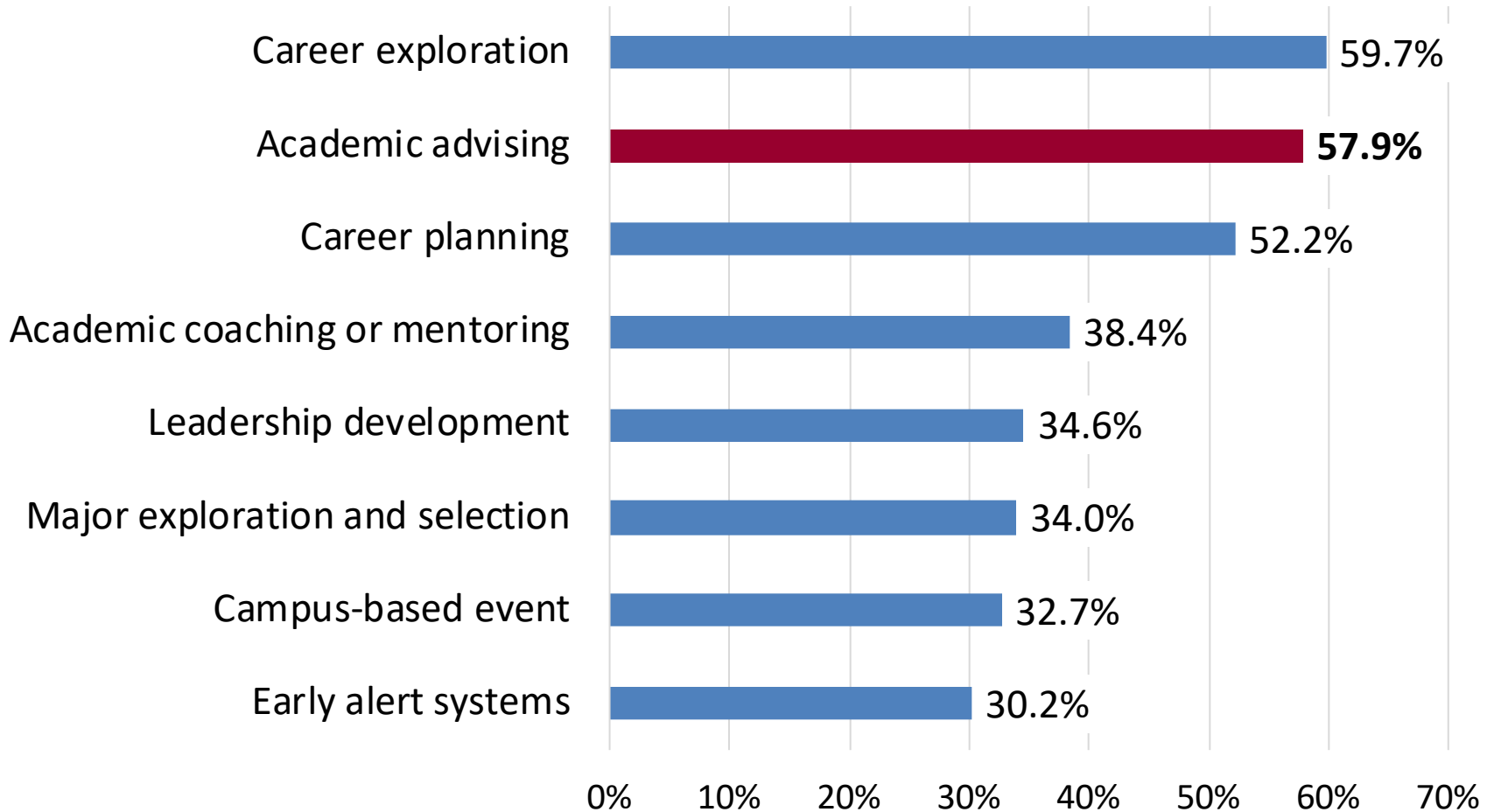
Gray =  $< 30\%$



Section 2:

# **ACADEMIC ADVISING IN THE SOPHOMORE-YEAR EXPERIENCE (SOPH)**

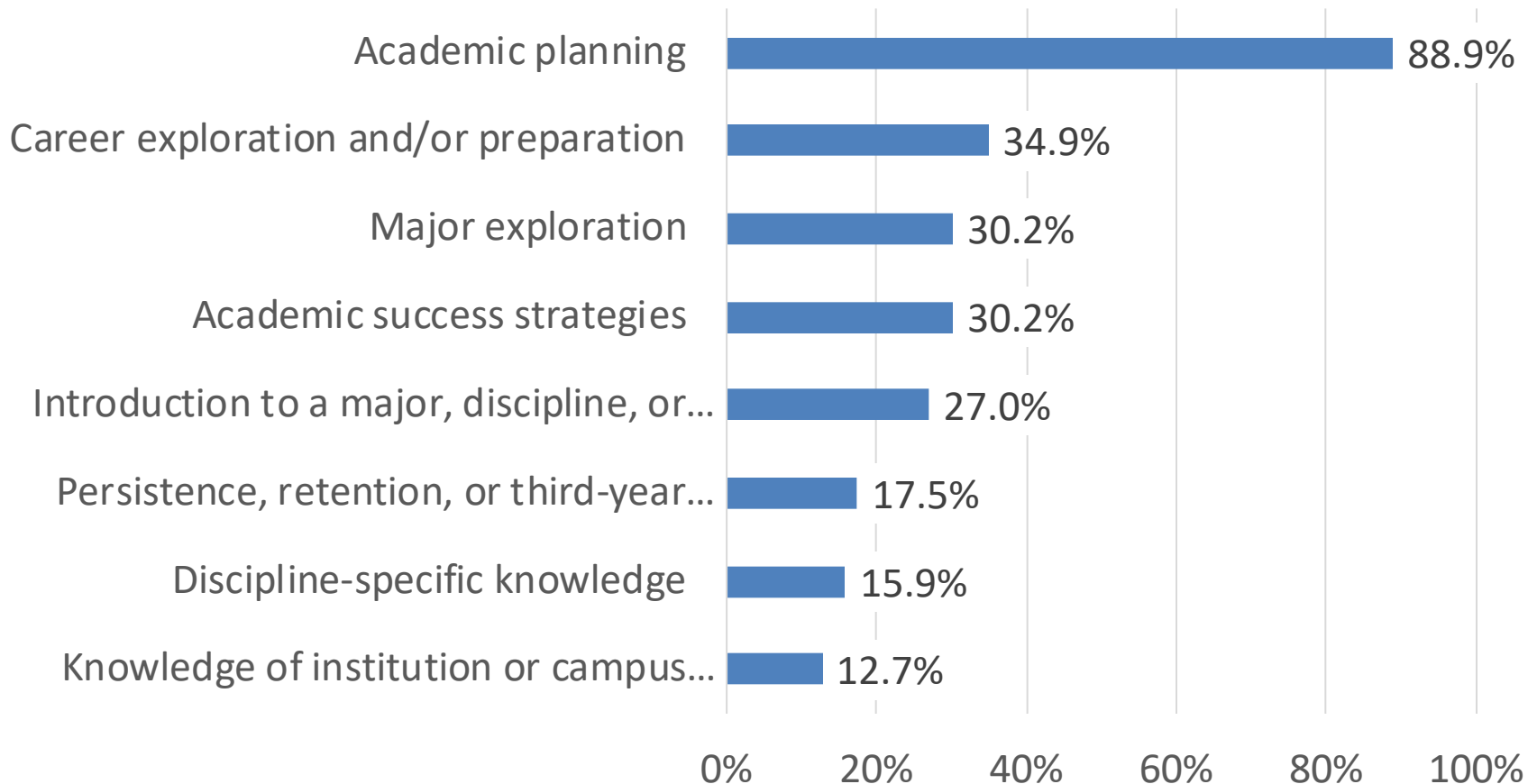
# SOPH Initiatives



# Other Data Angles on SOPH Advising

- **40.5%** of responding institutions reported that SOPH Acd Adv was the initiative that reached the highest proportion of sophomores
- **60.3%** of responding institutions said Acd Adv was the sophomore initiative used to reach campus objectives for second-year students
- **65.4%** of institutions required all sophomores to participate in Acd Adv
- **69.8%** of responding institutions reached nearly all (91-100%) of their sophomores through Acd Adv

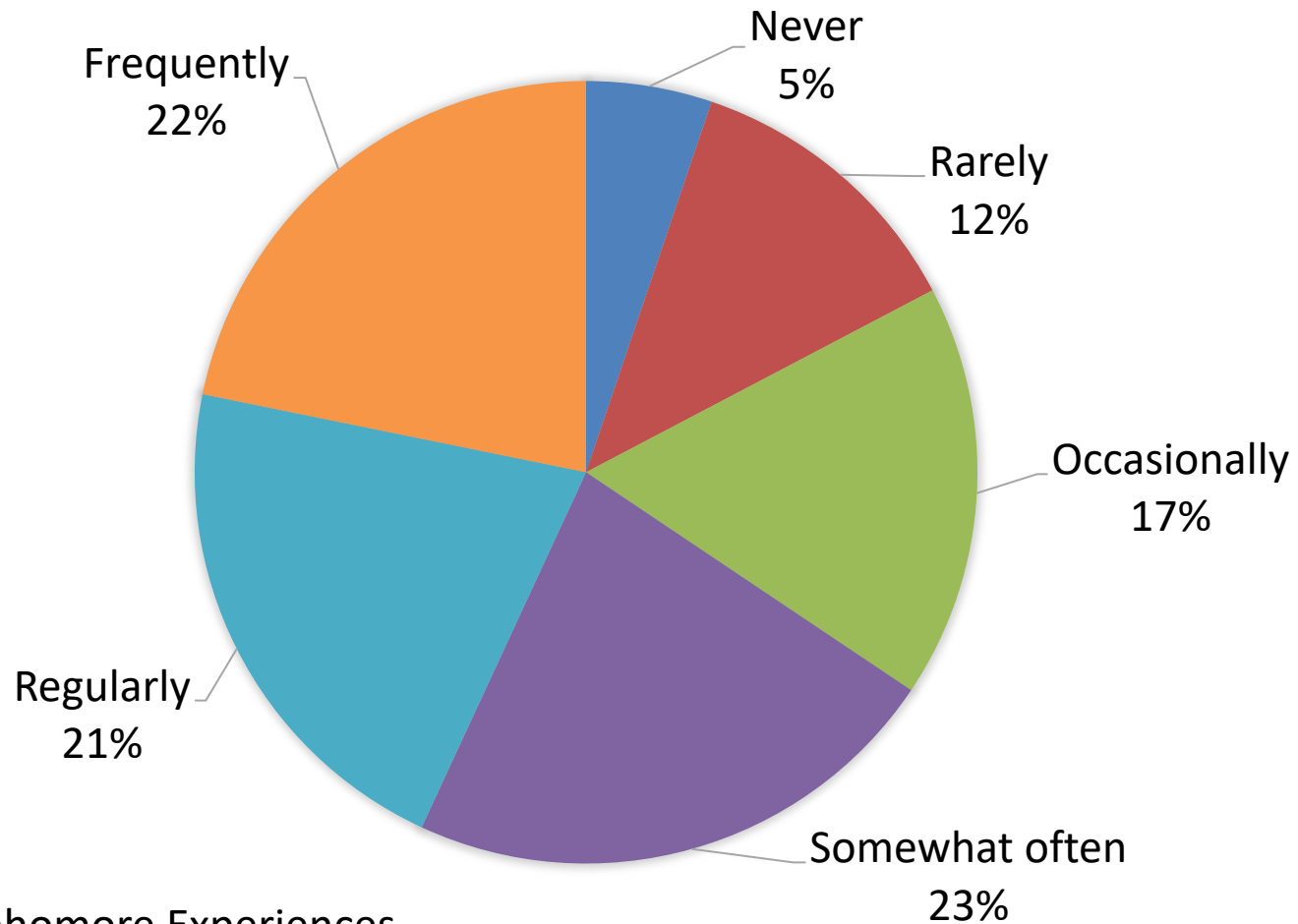
# Objectives of Advising in SOPH





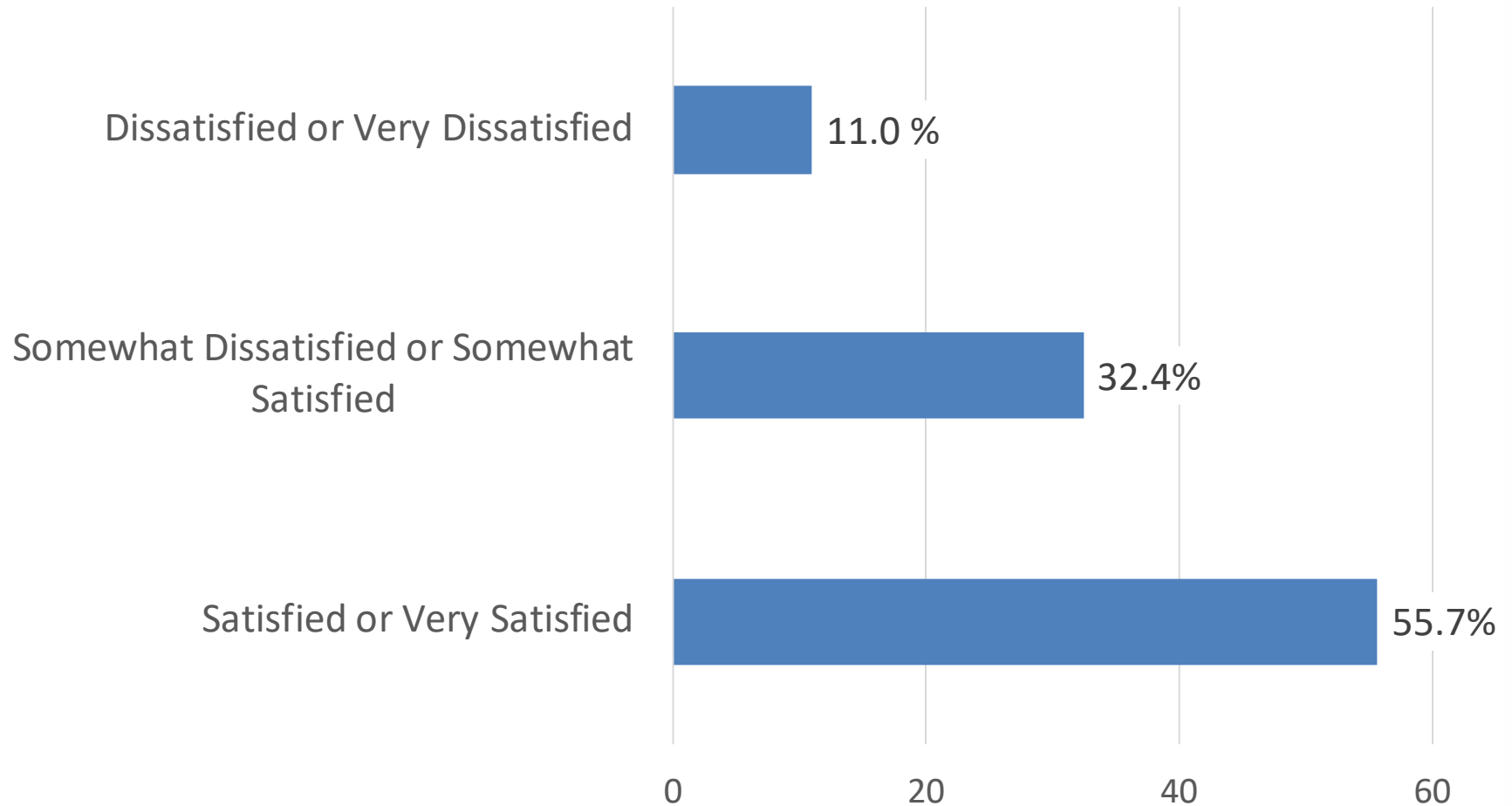
# Frequency of Advising in SOPH

How often did you meet with your academic advisor this year?

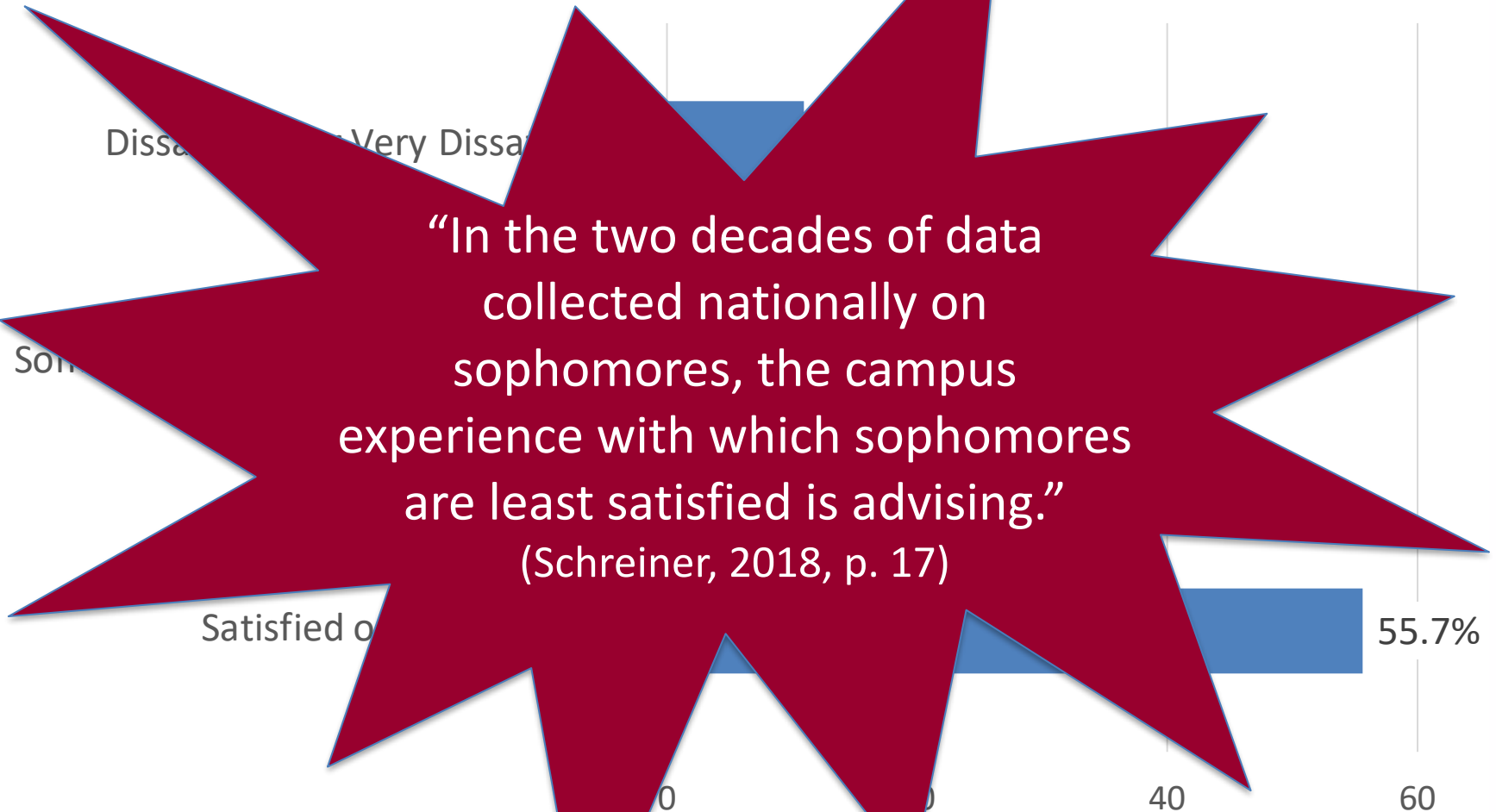


Source: Sophomore Experiences  
Survey: Schreiner, 2014

# Satisfaction with Advising in SOPH



# Satisfaction with Advising in SOPH



# Sophomores' Satisfaction with Academic Advising Predicts:

- Their overall satisfaction with their college experience
- Their satisfaction with faculty
- Their perception of tuition as a worthwhile investment



Source: Sophomore Experiences  
Survey: Schreiner, 2014



Section 3:

# ACADEMIC ADVISING AS A HIGH-IMPACT PRACTICE (HIP)

# “High-Impact Practices...”

...are **curricular and cocurricular structures** that tend to draw upon high-quality pedagogies and practices **in pursuit of 21st century learning outcomes**; they are “teaching and learning practices that have been **widely tested and have been shown to be beneficial for college students**..,[toward] increase rates of retention and student engagement.”

*Kuh, 2008*





# High-Impact Educational Practices



## First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

## Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

## Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common themes through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others focus on service learning.

## Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

## Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experience. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

## Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are redesigning their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively connected questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

## Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality or continuing struggles around the globe for human rights, freedom, and justice. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

## ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

## Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and split in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

## Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefits of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

## Capstone Courses and Projects

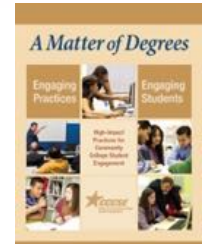
Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college year to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



Association  
of American  
Colleges and  
Universities



# HIPs for CC Student Engagement



- Assessment & Placement
- Orientation
- Academic Goal Setting & Planning
- Timely Registration
- Accelerated or Fast-Track Developmental Ed
- First-Year Experience
- Student Success Course
- Learning Community
- Class Attendance
- Alert & Intervention
- Experiential Education Beyond the Classroom
- Tutoring
- Supplemental Instruction



# Adaptability of HIPs

**“[HIP] key conditions can be adapted and incorporated into any teaching and learning situation inside or outside the classroom to promote higher levels of student performance. There are doubtless other high-impact activities...in which large number of students participate.”**

(Kuh in Brownell & Swaner, 2010)



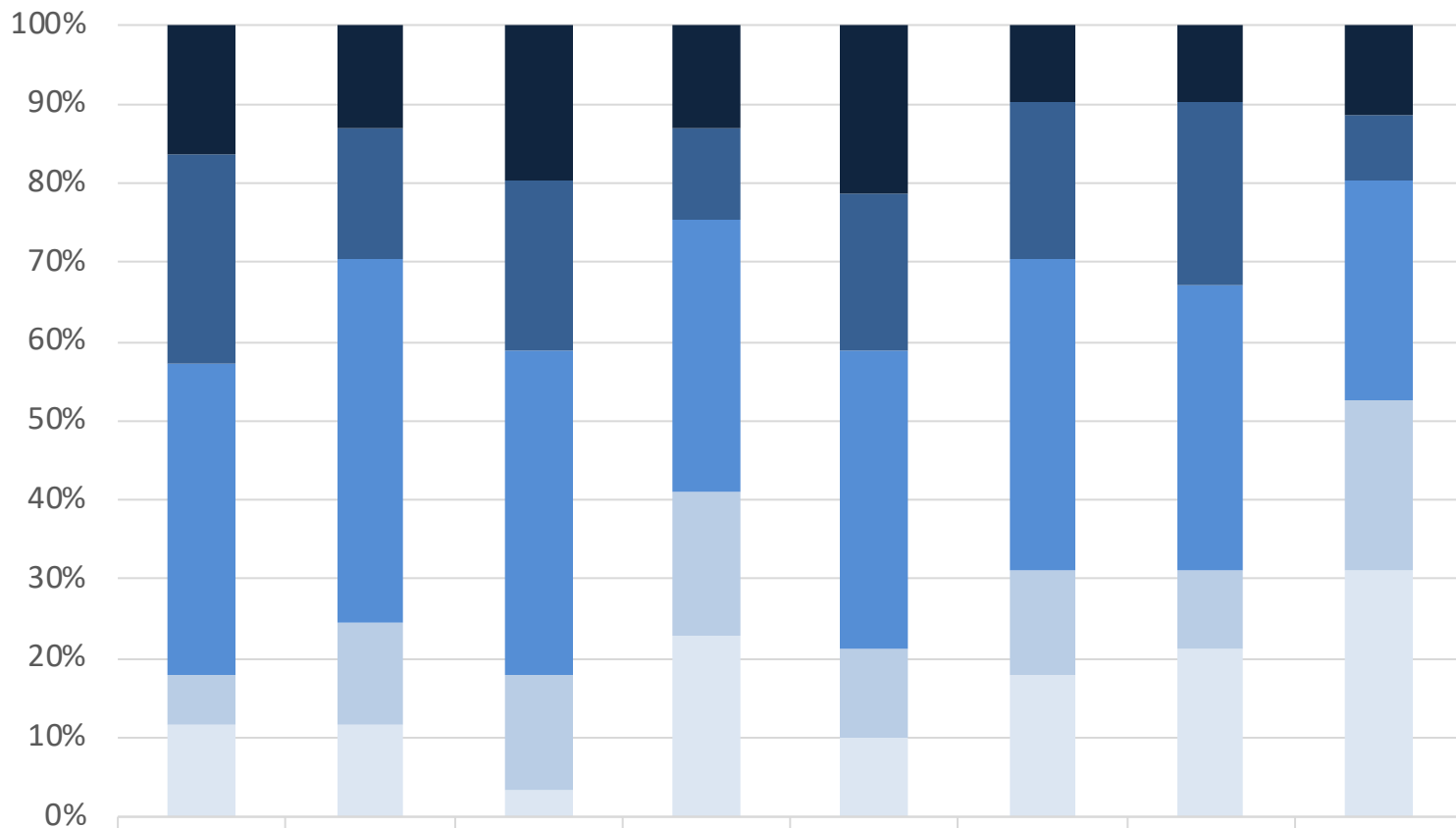
# Characteristics of HIPs

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- Real-world applications
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Accountability





# HIP Elements in SOPH Advising



	High Expectations	Time and effort	Faculty Interactions	Experiences with Diversity	Feedback	Reflect and Integrate	Real-World Applications	Demonstrate Competence
■ Element is pervasive - 5	16.4%	13.1%	19.7%	13.1%	21.3%	9.8%	9.8%	11.5%
■ 4	26.2%	16.4%	21.3%	11.5%	19.7%	19.7%	23.0%	8.2%
■ Element is partially present - 3	39.3%	45.9%	41.0%	34.4%	37.7%	39.3%	36.1%	27.9%
■ 2	6.6%	13.1%	14.8%	18.0%	11.5%	13.1%	9.8%	21.3%
■ Element is not present - 1	11.5%	11.5%	3.3%	23.0%	9.8%	18.0%	21.3%	31.2%

# Major Pathways to Sophomore Thriving

## Major Certainty

- Significant for White and Latinx sophomores
- Not a significant pathway among African-American and Asian-American sophomores

## Campus Involvement

- Mostly for White students
- Significant for African American students in leadership roles

## Student-Faculty Interaction

- Only specific campus experience that predicted thriving and every other positive outcome
- Students experience this interaction differently based on race and ethnicity

## Spirituality

- Important for everyone
- Doubly important for students of color, especially African American Sophomores

## Institutional Integrity

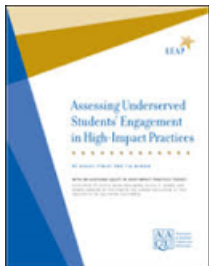
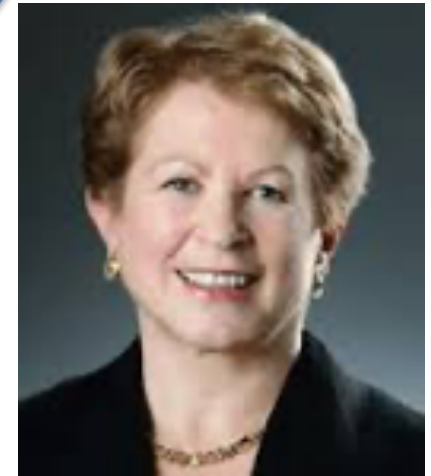
Schreiner, 2018

## Sense of Community on Campus

- #2 predictor for African American sophomores; #1 for everyone else
- White students more likely to report strong sense of community on campus

**“The most valuable finding [is] the ‘equity effects’ that appear in students’ report of their learning as their success is boosted by HIPs; the equity-minded perspective that educators can nurture; the principles of inclusive excellence that can guide colleges and universities in providing a liberal education that offers not only equitable access to HIPs, but also equitable achievement of outcomes.”**

(Schneider & Albertine, 2013)



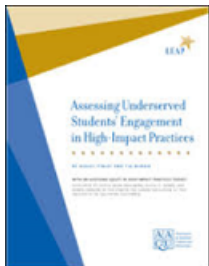
“The most valuable learning [is] the  
‘community effects’ we see in  
students who support  
their peers.”

And yet, the very students who  
would benefit the most from  
HIPs, participate in them at the  
lowest rates.

collaborative

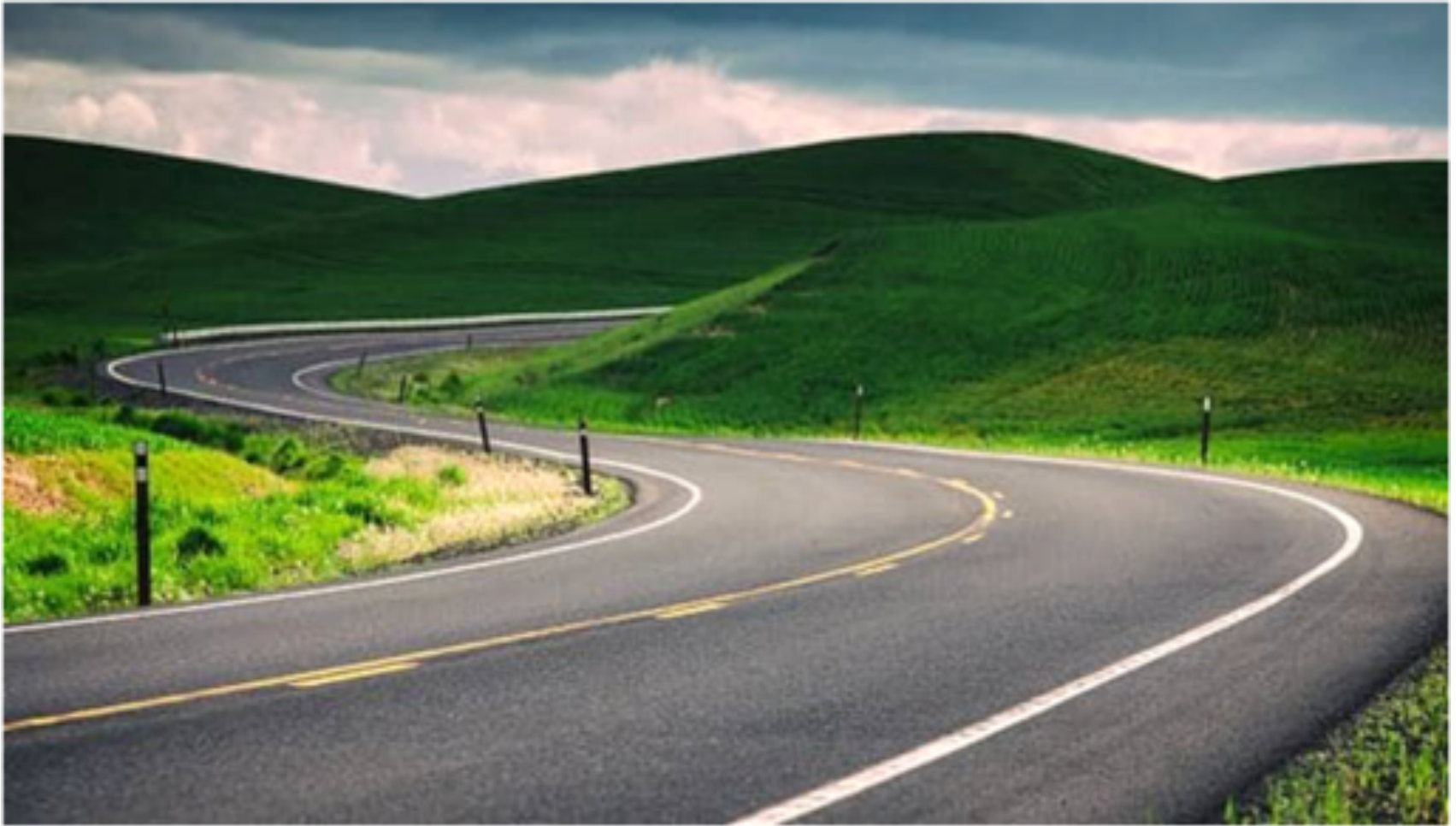
equitable and

(Schmidt & Albrecht, 2013)





# The Road Ahead for Advising?



**NATIONAL RESOURCE CENTER**  
FIRST-YEAR EXPERIENCES AND STUDENTS IN TRANSITION  
UNIVERSITY OF SOUTH CAROLINA

[www.sc.edu/fye](http://www.sc.edu/fye)



# Questions & Comments



Jennifer R. Keup  
[keupj@mailbox.sc.edu](mailto:keupj@mailbox.sc.edu)  
@jrkeup



Dallin George Young  
[dallin.young@sc.edu](mailto:dallin.young@sc.edu)  
@DallinYoung