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)

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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

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

N = 525 institutions
<table>
<thead>
<tr>
<th>FYE Initiative (2017 NSFYE)</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Residential programs or initiatives (RES)</td>
<td>48.8</td>
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<tr>
<td>Learning communities (LC)</td>
<td>46.7</td>
</tr>
<tr>
<td>First-year gateway courses (GATE)</td>
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</tr>
<tr>
<td>Common reading (CR)</td>
<td>38.3</td>
</tr>
<tr>
<td>Summer bridge (SB)</td>
<td>36.8</td>
</tr>
<tr>
<td>Writing-intensive coursework (WR)</td>
<td>35.4</td>
</tr>
<tr>
<td>Leadership programs (LEAD)</td>
<td>35.4</td>
</tr>
<tr>
<td>Service learning (SL)</td>
<td>31.8</td>
</tr>
<tr>
<td>Mentoring by campus professionals (MT)</td>
<td>31.6</td>
</tr>
<tr>
<td>Experiential learning/learning beyond the classroom (EXP)</td>
<td>31.0</td>
</tr>
<tr>
<td>Undergraduate research (UGR)</td>
<td>21.1</td>
</tr>
<tr>
<td>Study abroad</td>
<td>19.4</td>
</tr>
</tbody>
</table>
Differences by Institution Type, But...
80.4% of responding institutions offer first-year academic advising.
80.4% of responding institutions offer first-year academic advising.

Differs by institutional type:
- 85.7% req at 4-yr
- 59.1% req at 2-yr
Contact with Advisors in FYE

- Only once, during the first term: 17.0%
- Once each term for the entire first year: 39.8%
- 2+ times each term for the entire first year: 21.3%
- Not required to meet with an advisor: 6.9%
- Other: 14.9%
Advising Load in FYE

Students Per Advisor

- 1 - 50: 43.8%
- 51 - 100: 10.3%
- 101 - 150: 9.3%
- 151 - 200: 9.0%
- 201 - 250: 5.2%
- 251 - 500: 17.5%
- 501 - 1,000: 3.9%
- More than 1,000: 1.0%
- More than 1,000: 1.0%
First-Year Seminar Instruction

<table>
<thead>
<tr>
<th>Role</th>
<th>2-year Percentage</th>
<th>4-year Percentage</th>
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</thead>
<tbody>
<tr>
<td>Faculty: Adjunct</td>
<td>77.3</td>
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<tr>
<td>Academic advisors</td>
<td>47.4</td>
<td>57.6</td>
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<tr>
<td>Faculty: FT, non tenure-track</td>
<td>43.7</td>
<td>56.1</td>
</tr>
<tr>
<td>Student affairs professionals</td>
<td>54.6</td>
<td>52.6</td>
</tr>
<tr>
<td>Faculty: Tenure-track</td>
<td>48.5</td>
<td>73.8</td>
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<tr>
<td>Other campus professionals</td>
<td>19.7</td>
<td>23.5</td>
</tr>
<tr>
<td>Graduate students</td>
<td></td>
<td>10.3</td>
</tr>
<tr>
<td>Undergraduate students</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

2-year ■ 4-year ▲

Percentage
"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

- Career exploration: 59.7%
- Academic advising: 57.9%
- Career planning: 52.2%
- Academic coaching or mentoring: 38.4%
- Leadership development: 34.6%
- Major exploration and selection: 34.0%
- Campus-based event: 32.7%
- Early alert systems: 30.2%
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

- Academic planning: 88.9%
- Career exploration and/or preparation: 34.9%
- Major exploration: 30.2%
- Academic success strategies: 30.2%
- Introduction to a major, discipline, or...: 27.0%
- Persistence, retention, or third-year...: 17.5%
- Discipline-specific knowledge: 15.9%
- Knowledge of institution or campus...: 12.7%

www.sc.edu/fye
Frequency of Advising in SOPH

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

- Never: 5%
- Rarely: 12%
- Occasionally: 17%
- Somewhat often: 23%
- Regularly: 21%
- Frequently: 22%

Source: Sophomore Experiences
Survey: Schreiner, 2014
Satisfaction with Advising in SOPH

Source: Sophomore Experiences Survey: Schreiner, 2014
“In the two decades of data collected nationally on sophomores, the campus experience with which sophomores are least satisfied is advising.”
(Schreiner, 2018, p. 17)
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 thinking, 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 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. 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 goal for learning communities is to encourage integration of learning across courses and to involve students with "big questions"—those 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 or a common set of questions through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature 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 paralleled efforts in each area—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 experiences. 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 permanently used in science disciplines. With strong support from the National Science Foundation and the research community worldwide, undergraduate research is now an essential component in the undergraduate curriculum. The goal is to involve students with actively engaged 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 courses—which may address U.S. diversity, world cultures, or both—often explore "life-defining differences." They are designed to help students reflect on their personal and academic growth, and their shared relationships with others, such as professors, advisors, and potential employers. Diversity courses also have to be a key element of the "Portfolio" process, employing portfolios 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 classroom 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 sharpen their classroom setting on their service experiences. These programs model the idea that bringing 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 workplace—usually related to their career interests—and to give them the benefit 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
Although they are called "senior seminars" or "capstone courses," these culminating experiences require students nearing the end of their college years to create a product that integrates and applies what they've learned. The project might be a research paper, a performance portfolio, a book, or an exhibit of artwork. Capstones are often linked to departmental programs and increasingly in general education as well.

LEAP

The LEAP Vision for Learning
Dreams, Promise, Action, Transformation

Ensuring Quality & Taking High-Impact Practices to Scale

College Learning New Global Century
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

<table>
<thead>
<tr>
<th>HIP Elements</th>
<th>High Expectations</th>
<th>Time and effort</th>
<th>Faculty Interactions</th>
<th>Experiences with Diversity</th>
<th>Feedback</th>
<th>Reflect and Integrate</th>
<th>Real-World Applications</th>
<th>Demonstrate Competence</th>
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</thead>
<tbody>
<tr>
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<td>13.1%</td>
<td>19.7%</td>
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<td>18.0%</td>
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<td>3.3%</td>
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<td>9.8%</td>
<td>18.0%</td>
<td>21.3%</td>
<td>31.2%</td>
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## Major Pathways to Sophomore Thriving

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

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

### Campus Involvement
- Mostly for White students
- Significant for African American students in leadership roles

### Institutional Integrity

### 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

### 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

Schreiner, 2018
“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)
And yet, the very students who would benefit the most from HIPs, participate in them at the lowest rates.

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(Schneider & Albertine, 2013)
The Road Ahead for Advising?