

# Academic Advising for Student Success in Higher Education Today

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# ADVISING MATTERS

**Students who see advisors persist, progress, and graduate (Klepfer & Hull, 2012; Ross & Kena, 2012), and graduation is everything for our students.**

## **Advising is structured connection**

- Building capacity & ensuring effective delivery are priorities.
- Your advising must provide coherent academic planning.

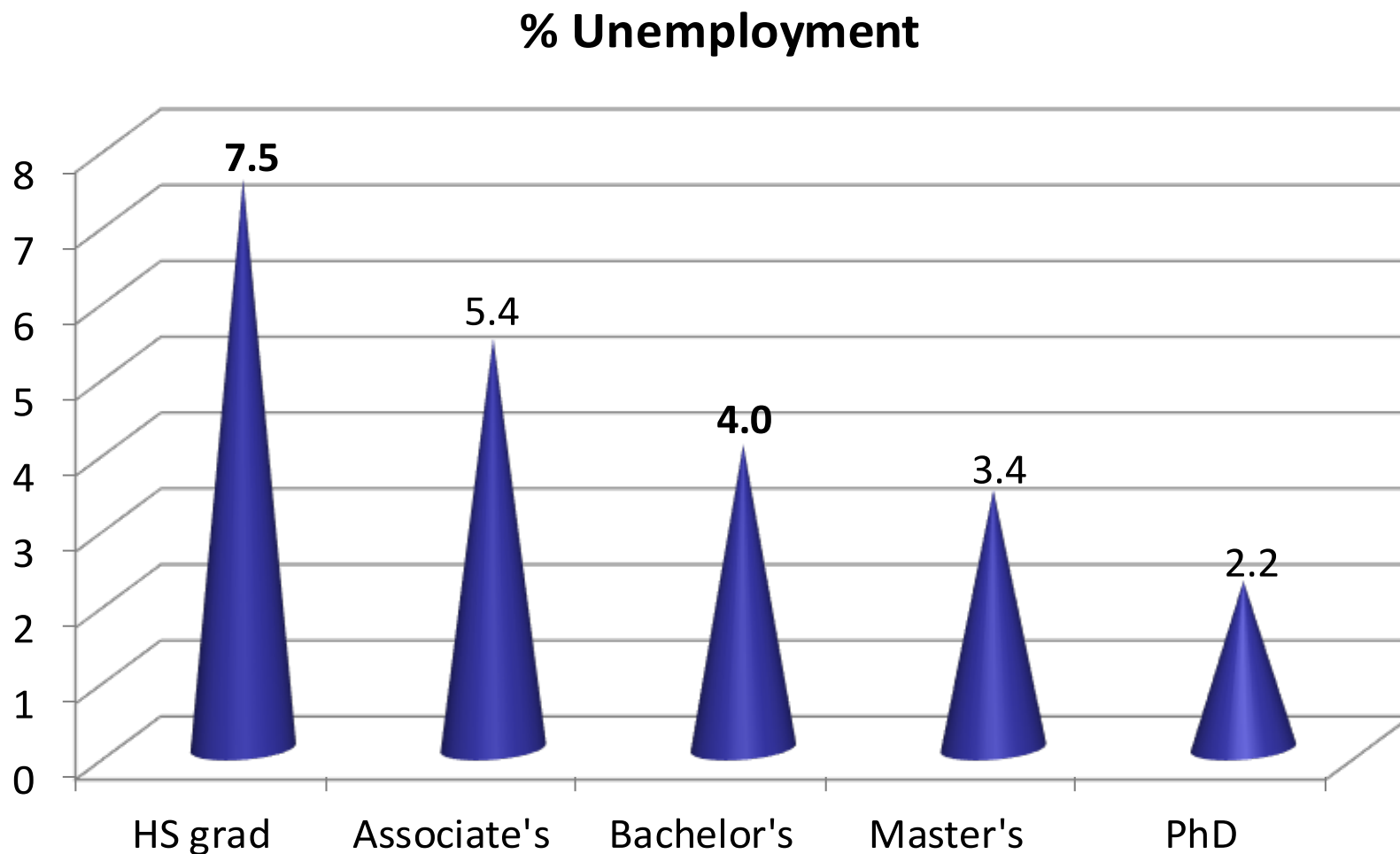
**Functional Goal: Engaged students & informed advisors**

# Graduates with Bachelor's Degrees

- Earn more at entry and over time
- Report higher satisfaction with jobs
- Pay loans back and recoup within 10 years
- Pay it forward: They volunteer, lead, pay taxes
- Less likely to be as affected by downturns
- Can break a generational cycle of poverty

*Economist Philip Trostel, University of Maine, 2016*

# Unemployment based on education, 2013



# Changing workforce favors 4-year degree

- Since December 2007, 8.6 million more jobs for workers with a Bachelor's degree or higher
- Of the 11.6 million new jobs created since December 2007, 11.5 million went to college-educated workers (or 99%)
- 4-yr graduates make up a higher % of our workforce than workers with HS diplomas (first time in history)

*Center on Education & the Workforce, 2016*



**40% reduction in  
manufacturing,  
construction, and  
heavy industry,  
2008-2018**

**(Textile Winding Setter)**



# Growth for IT & health professionals, 2008-2018:

Computer software  
engineers:  
34% growth

Home health aides:  
50% growth

Network analysts: 53%  
growth

<http://bit.ly/zlLzCo>



Nimataradji, photographer

# Not All Majors are Created Equal

- Graduates in the STEM fields, finance, & nursing earn above average wages. Graduates in elementary education, social work, & psychology do not
- Increased emphasis from national voices to frontload career and employment information for students and their families

*Jeff Strohl, Center on Education and the Workforce, 2016*



# Debt without Graduation = Crisis

- Achievement Gap remains
- Choice of institution impacts this
- Length of time in college is a major factor
- About one in six graduates take on more debt than they can reasonably afford to repay

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# Multiple Voices in Higher Education

- Think Tanks & For-Profit Vendors
  - Foundations
  - State Legislators, Federal Agencies
  - Technology Vendors
  - Donors
  - Media – mainstream and educational
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# Legislative Focus

- Performance-Based Funding
- Focus on Progression
- “Game Changers” (i.e., 15 to Finish, Structured Schedules, Meta Majors)
- Institutional Policy Changes

"We are being asked to  
achieve much better results  
with fewer resources to  
engage a needier student population  
in an atmosphere of serious  
skepticism."

*Dr. Sanford C. Shugart, President of Valencia College*

# Dr. Walter Kimbrough, President, Dillard University

- Shift from education as a public good to a private concern
  - Resulting decline in federal and state investment
- Increases in cost (tuition has risen faster than aid & awards)
- Average student debt among black families has increased exponentially since 1989
  - Black students graduate with 31% more college debt than peers
- Pell Grant: Increased funding; should be year-round; allow for increase in time limits for PT students

# GRIT AND RESILIENCY – Angela Duckworth

- Passion and Persistence must be taught, nurtured, & reinforced
- Key determinant in “against all odds” success
- Popular but Controversial
- Linked to Carol Dweck’s “Growth Mindset”



# Grit can be Taught

- Identify a burning interest
- Practice relentlessly
- Develop a sense of higher purpose (about your passion)
- Overcome pessimism by cultivating a “growth mind-set” (from Dweck)

# Advising as Coaching

- Academic Advising & Coaching Counselors
- Scaffolded support for at-risk students
- Holistic and comprehensive support
- Core Belief: Students have the strength they need to thrive; coaching builds skills to maximize those strengths

# What Works in Student Retention, ACT 2010 Study

Administrators Rated Factors that Affected Attrition at Their Institutions  
(on a scale of 1: little or no effect to 5: major effect)

Top Ten Rated Attrition Factors	Mean
level of student preparation for college-level work	3.90
adequacy of personal financial resources	3.90
student study skills	3.80
amount of financial aid available to students	3.65
level of student motivation to succeed	3.64
level of student commitment to earning a degree	3.56
level of job demands on students	3.52
student low socio-economic status	3.49
student educational aspirations and goals	3.36
student personal coping skills	3.34

**Simply put!**

Academics

Finances

Academics

Finances

Individual

Individual

Combination

Finances

Individual

Individual

# Key Institutional Conditions

Klepfer & Hull longitudinal study of over 9,000 high sophomores through 2<sup>nd</sup> yr in college discovered 3 factors related to student success:

- High-level Mathematics
- AP/IB Courses
- Academic Advising

Center for Public Education at the National School Boards Association

Kasey Klepfer & Jim Hull, 2012, as reported by Adams  
<http://bit.ly/RxoqxX>

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# **Appointment as Opportunity**

An advising appointment offers students an opportunity to reflect on the meaning of their educational programs.

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# Effective Advising is Purposeful

*“Advising is structured contact that is linked to the educational mission of your institution. It fosters meaningful engagement and promotes integrated learning.”*

Charlie Nutt & Susan Campbell, *Peer Review* (2008)



**“Excellence in advising matters...”**

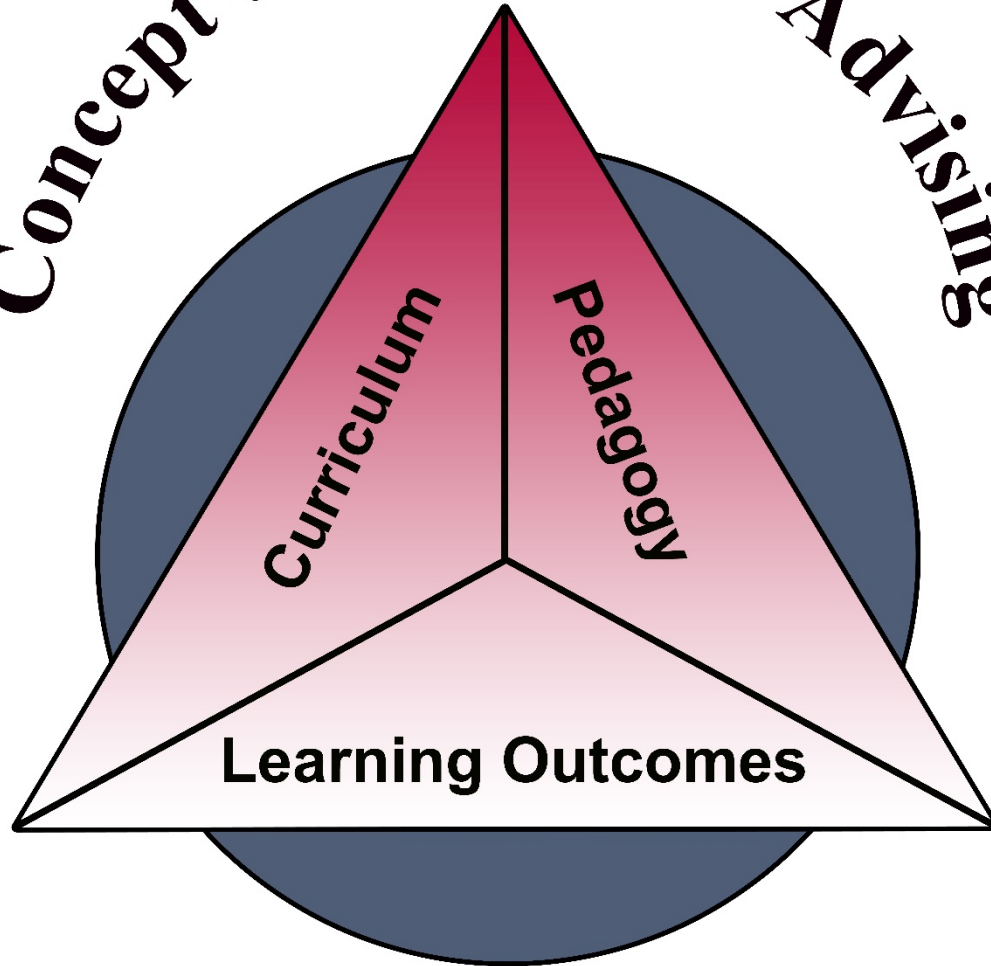
**“Master advisors teach students to solve problems and make decisions, challenge them to think in new ways, and help them articulate and create pathways to their educational goals.”**

*~ Pat Folsom, The New Advisor Guidebook (2015)*

# Advisors Teach

- Advising is transformational, not transactional  
(*Lowenstein, 2015*)
- Advising is learning-centered, not task-centered  
(*Reynolds, 2013*)
- Advisors make meaning; they help students understand their entire curriculum
- Advising is NOT about customer service

# Concept of Academic Advising



# **Let's break it down...**

**Learning Outcomes → What you  
want students to learn**

**Curriculum → What you teach  
(content)**

**Pedagogy → How you teach content**

# A Key Element of Learning

**“Students are expected to show they have mastered content, developed a skill, produced a project... or demonstrated reflection. And that that learning will be assessed. The assessment of learning distinguishes students from customers...”**

*~ George Steele, 2016*

# The Impact of Relationships

*Students who did **not** persist had statistically significant lower perceptions of **faculty/staff approachability** compared to students who did persist.*

*(Roberts & Stron, 2010)*



# Prioritize High-Impact Practices that Work

- Advocate for funding based on proven practices that we know increase engagement and combat attrition
- Reward institutions that assess for and demonstrate effectiveness

*~ AAC&U, Debra Humphreys, 2012*

High Impact activities are initiatives that have a positive impact on student's educational experiences and, in turn, their retention and persistence.

Advisors should reinforce involvement and engagement in high impact activities.

# High Impact Activities – Project LEAP

- First-Year Seminars
- Common intellectual experiences
- Learning Communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/Internationalism
- Service Learning, community-based learning
- Internships
- Capstone courses and projects

**4-year**

# High-Impact activities mean that students:

- Invest time and effort
- Interact with faculty and peers about substantive matters
- Experience diversity
- Respond to more frequent feedback
- Reflect and integrate learning
- Discover relevance of learning through real-world applications

**4-year**

# High Impact Practices – 2-Year Institutions

- Planning for Success – Assessment/Placement, Orientation, Goal-setting/Planning, Pre-registration
- Initiating Success – Fast-Track Development Ed, FYE, Student Success Course, Learning Community
- Sustaining Success – Class Attendance, Alert/Intervention, Experiential Learning, Tutoring, Supplemental Instruction

Adapted from  
*A Matter of Degrees: Promising Practices for Community College Student Success, 2012*

# High Impact Practices – 2-Year Institutions

- Muskegon Community College – Staged out their current or future adoption of each of these practices
- Communicated widely among constituents and stakeholders
- Created culture of “relentless focus on practices that work”
- Began with High-Impact Practices for students most in need



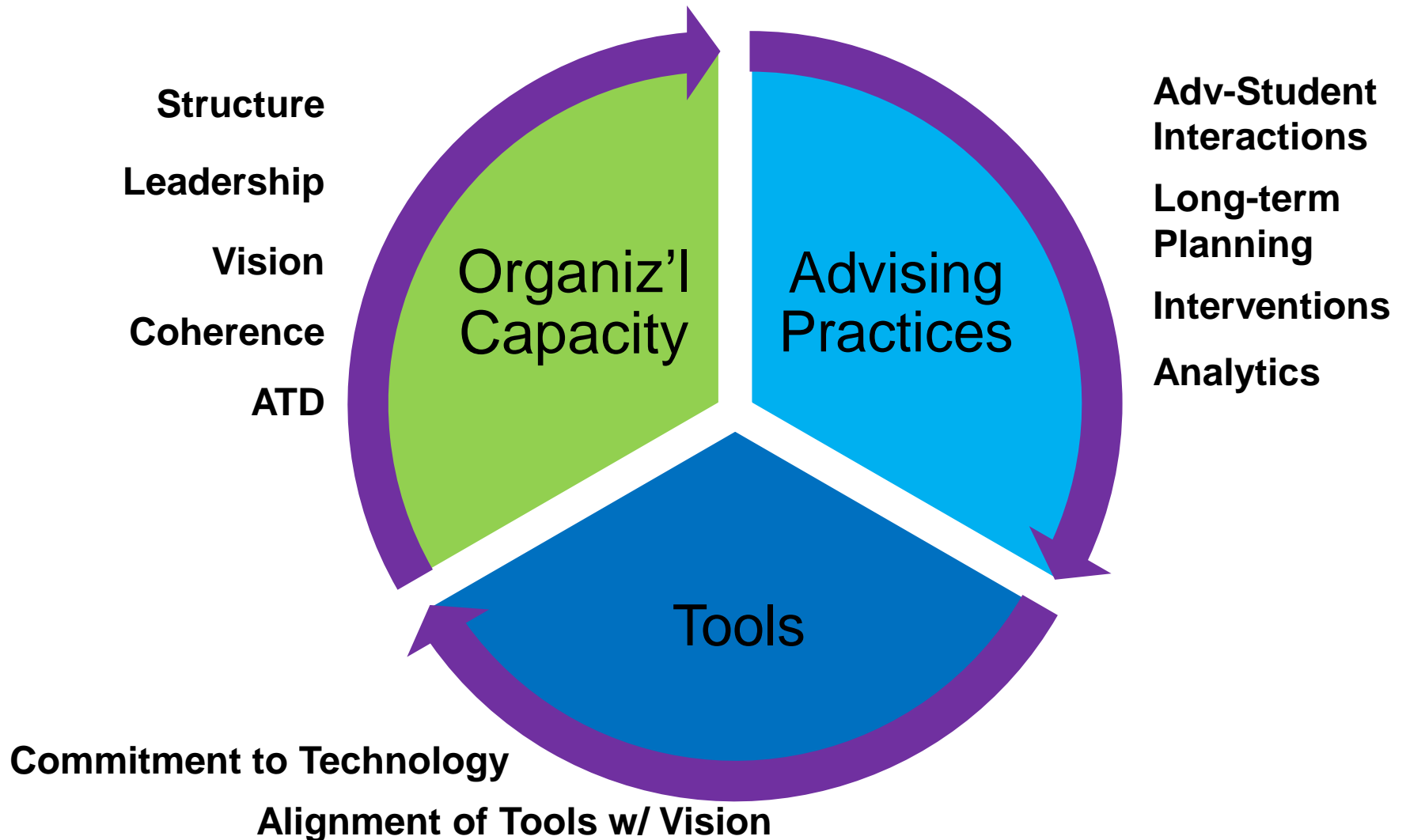
"Love your institution for what it is as well as what you hope to make it. Sculpt, don't cleave."

*~ Dick Chait, Harvard University*

# Advising for Change



# Advising for Change



# Together

- What is the student's responsibility and what responsibility lies with the institution? What are shared responsibilities?
- What is your responsibility as an advisor or coach or administrator? What are shared responsibilities?
- How can 2-year and 4-year institutions collaborate to create meaningful and effective practices?

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