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# **Student Success and Academic Advising**

**Jackson State Community College  
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The Volunteer State has been fortunate that its executive, legislative, and campus leaders have remained consistent and focused on the **college completion agenda** as the unifying framework for all state higher education policy discussions from 2010 to the present day.

The State Board of Education  
Tennessee Higher Education Commission

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# Tennessee Initiatives

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- Tennessee Promise offers two years of tuition-free community or technical college to Tennessee high school graduates beginning with the Class of 2015.
- Tennessee Reconnect is the Drive to 55 initiative to help more adults complete a postsecondary degree or credential.
- Tennessee LEAP will help ensure that our postsecondary institutions are producing the skills and credentials that Tennessee employers actually need.



# Jackson State CC

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- **Jackson State is committed to student success in the classroom and beyond.**
- **We believe in success. We strive to provide the tools and the expertise to educate the whole student in order that each may reach his/her fullest potential.**
- **Advising is an ongoing, collaborative process that intentionally empowers our students to plan and navigate a directed course to achieve their academic, professional, and personal goals using institutional and community resources.**



# The Mission of Completion

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**The mission of the Completion Agenda is to double the number of students who by the year 2020 earn a certificate, associate's degree, or transfer to a four-year college or university.**



# Completion Agenda

- **President Obama: 5 million more CC grads by 2020**
- **Lumina: 60% increase by 2025**
- **Gates: double number of grads**
- **CC Org: 50% more by 2020**
- **Ohio: 50% by 2020**
- **Governor Haslam: 55% by 2025**
- **Anne Arundel: double by 2020**



# Success/Completion Agenda

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**What really works to  
help students  
succeed?**



# Magic Practices

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- **Learning Communities**
- **First-Year Experience**
- **Contextual Instruction**
- **Project-Based Learning**
- **Supplemental Instruction**
- **Student Success Course**
- **Dual Enrollment**
- **Early College High School**





# High Impact Practices

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**AAC&U—10**

**CCSSE—13**

**State of Oregon—27**



# **“Best Practices”**

**“While colleges will likely need to adopt some new practices and adapt some older practices, practice-based reforms cannot be the primary work undertaken by colleges participating in Completion by Design.”**

**Venezia, Bracco, & Nodine 2011**



# **“Best Practices”**

**Adopting discrete “best practices” and trying to bring them to scale will not work to improve student completion on a substantial scale.**

**Davis Jenkins**

**April 2011—CCRC**



# Guidelines for Student Success

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- 1. Every student will make a significant connection with another person at the college as soon as possible.**



# Guidelines for Student Success

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**2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory.**



# Guidelines for Student Success

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**3. In addition to assessing student skills and knowledge, affective dimensions will also be assessed.**



# Guidelines for Student Success

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**4. Every student will be placed in a “Program of Study” from day one; undecided students will be placed in a mandatory “Program of Study” designed to help them decide.**



# Guidelines for Student Success

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**5. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.**





# Guidelines for Student Success

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**6. Every student who enrolls to pursue a certificate or degree will work with college personnel to create an Individual Advising Plan.**



# **Value of Academic Advising**

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- It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising.**

**George Kuh, 1997**

- Good advising is one of the key conditions that promotes retention for it reflects an institution's commitment to the education of students.**

**Vincent Tinto, 1987**



# Advising on Testosterone

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**“Robust” advising**

**“Intrusive” advising**

**“Proactive” advising**

**“Attentive” advising**

**“Mandatory” advising**

**“Gap” advising**

**“Intentional” advising**



# **CCSSE Academic Advising**

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**Every year for the last decade, students responding to the Community College Survey of Student Engagement have reported that, among an array of student support services, the most important is academic planning and advising.**

**Yet many students also indicated that they did not know about or use the service.**



# Purpose & Function

- 1. The purpose of academic advising is to help students select a program of study to meet their life and vocational goals.**
- 2. Academic advising is the second most important function in the community college. If it is not conducted with the utmost efficiency and effectiveness, the most important function in the college—instruction—will fail to achieve its purpose of ensuring that students succeed in navigating the curriculum to completion.**



# What Is Academic Advising ?

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- 1. Exploration of Life Goals**
- 2. Exploration of Vocational Goals**
- 3. Program Choice**
- 4. Course Choice**
- 5. Scheduling Courses**



# Knowledge & Skills Required

## Exploring Life Goals

- **knowledge of student characteristics and development**
- **understanding of decision-making process**
- **knowledge of psychology and sociology**
- **skills in counseling techniques**
- **appreciation of individual differences**
- **belief in worth and dignity of all students**
- **belief that all students have potential**



# Knowledge & Skills Required

## Exploring Vocational Goals

- all under “exploring life goals” plus the following:
- knowledge of vocational fields
- skill in interpretation of tests
- understanding of changing nature of work in society
- acceptance of all fields of work as worthy and dignified





# Knowledge & Skills Required

## Program Choice

- **knowledge of programs available in the college**
- **knowledge of requirements of programs**
- **knowledge of university requirements for transfer programs**
- **knowledge of how others have performed in the program**
- **knowledge of follow-up success**



# Knowledge & Skills Required

## Course Choice

- **knowledge of courses available**
- **knowledge of any special information regarding courses (prerequisites, offered only in certain times, transferability)**
- **rules and regulations of the college regarding probation and suspension, limit on course load (academic and work limitations)**
- **knowledge of honors courses or remedial courses**
- **knowledge of instructors and their teaching styles**
- **knowledge of student's ability through test scores, high school record, etc.**
- **knowledge of course content**



# Knowledge & Skills Required

## Scheduling Courses

- **knowledge of schedule**
- **knowledge of the systems of scheduling and changing the schedule**
- **knowledge of work and commuting requirements**



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# Terry O'Banion

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*Ancora Imparo*  
“Still I Am Learning.”

Michelangelo



