

Literature related to Santa Fe College's QEP

Advisement Syllabus and Student Plans

Center for Community College Student Engagement. (2012). *A matter of degrees: Promising practices for community college student success: A first look.* Retrieved from http://www.ccsse.org/center/resources/docs/publications/A_Matter_of_Degrees_02-02-12.pdf

Chipola College analyzed *CCSSE* and *SENSE* results and instituted five policy changes in regards to advising. These included abolishing late registration, scheduling mandatory initial advising sessions, allowing earlier registration, and having an academic plan. With these changes, Chipola College saw an increase from 24% to 31% of AA-degree seeking students graduating in three years.

Fowler, P. (2011, June). *Academic advising and the unprepared student: Finding a degree of success.* *Academic Advising Today*, 34(2). Retrieved from http://www.nacada.ksu.edu/AAT/NW34_2.htm#10

Louisiana State University Eunice created a [Pathways to Success](#), focusing on students who need developmental education. The program addresses both academic factors and personal factors and “focuses on orientation and transition, class attendance, tutoring, and academic advising.”

“Institutional data indicates that the program is highly effective since the one-year retention rate increased from 30% to 43% in four years. Students are also performing better academically since 76% of the enrolled students were in good academic standing (GPA = 2.0) at the end of spring 2007, up from 56% four years ago. Students placed on probation decreased from 40% to 7% during the same time period.”

(<http://www.nacada.ksu.edu/Programs/Awards/archive/spop.htm#LouisianaEunice>).

According to [their website](#), “93% of Pathways students successfully complete their first general English course compared to the national average of 64%” and “The number of developmental students completing their coursework in good academic standing has increased 35% in the last 5 years.”

Gordon, V. N. (2008). *Part six: Exemplary practices in academic advising.* In Gordon, V. N., Habley, W. R., & Grites, T. J., *Academic advising: A comprehensive handbook* (2nd ed., pp. 474-519). San Francisco, CA: Jossey-Bass.

Gordon's chapter includes descriptions of 13 programs that received awards from the National Academic Advising Association. In one program, *Confronting the Complexities and Challenges of Change* from [Emmanuel College](#), every incoming student is matched with an academic advisor during orientation (p. 498). The student meets regularly with the advisor in following semesters. The program also uses online assessment and

communication and an academic advising syllabus. “This program has had a profound impact on the students and faculty at Emmanuel College” (p. 501).

***The Individual Learning Plan (ILP) for at-risk students.* (n.d.). Retrieved from <http://www.naspa.org/programs/awards/exwinners/Gold593.pdf>**

Sinclair Community College has created a program for at-risk students that creates in-depth learning plans addressing factors including self-efficiency, financial planning for college expenses, and classes. Active ILP students had a retention rate of 75.5%, as opposed to 59.2% for non-active ILP students and 66.3% for non-ILP students. They also obtained higher grades in their classes (61.2% active ILP students received at least a C on their classes, as opposed to 47.4% non-active ILP and 74.5% non-ILP).

Sloan, B., Jefferson, S., Search, S., & Cox, T. (2005). Tallahassee Community College's progressive advising system: An online academic planning and resource system for individualized student advising. *Community College Journal of Research & Practice*, 29(8), 659-660. doi:10.1080/10668920591005675 [direct article link]

[Tallahassee Community College](#) has created an online 7-step [Progressive Advising System](#), which tracks students, includes communication, has a “to-do” list, gives an academic and registration planner, and provides a planning guide. Program success is being measured through “an increase in student use of academic and support services, development and maintenance of an academic plan for every student, timely and accurate registration, and student graduation as planned and with appropriate courses for degree and transfer.”

Steingass, S., & Sykes, S. (2008). Centralizing advising to improve student outcomes. *Peer Review*, 10(1), 18-20. [direct article link]

Sweeping changes were made at [Virginia Commonwealth University](#) to increase retention and student engagement rates with the establishment of the University College. 30 academic advisors serve in the University College, which created goals related to “student engagement, academic success, and persistence at the university” (p. 19). Each student has an individualized advising plan, and a proactive approach is taken. Assessment of the program showed a 14 percent increase in satisfaction levels and a 6 percent increase in “the number of students making more informed educational decisions” (p. 19). They also reported a record number of students ending their first years in good academic standing and retention for sophomore years. [see also <http://info.umkc.edu/universitycollege/files/2010/12/VCU.pdf>]

Sullivan-Vance, K. (2008). Reenvisioning and revitalizing academic advising at Western Oregon University. *Peer Review*, 10(1), 15-17. [direct article link]

The advising center at [Western Oregon University](#) had a very poor rating from students and sought to change that. They changed their philosophy from prescriptive advising to developmental advising, which focuses on “student potentiality and student values, and

how these values and potential relate to their goals.” The director formed a mission statement and an [academic advising syllabus](#), with expectations for students. These changes led to 61.91 percent of students acknowledging that advisers were able to help students “identify their educational, life, and career goals” (p. 17).

Tinto, V. (n.d.). *Taking student retention seriously: Rethinking the first year of college.*

Retrieved from

<http://faculty.soe.syr.edu/vtinto/Files/Taking%20Student%20Retention%20Seriously.pdf>

Tinto examines the different aspects of increasing retention among first-year college students. He found that “students do best in settings where expectations are clear and consistent. This is particular evident in the domain of academic advising. Students need to be clear about what is expected of them and what is required for successful completion of both courses and programs of study. Students, especially the many who are undecided about their plans, need to understand the road map to completion and know how to use it to achieve personal goals” (p.2). One way to do this would be with an advising syllabus, which clearly spells out expectations for students as it relates to advising. An action plan is also a way to give students that ‘road map.’

Early Alert Systems

Clark, K., Davis, W., & Leeds, J. (1995, May). *SELECT: Achieving & rewarding excellence in faculty advising.* Paper presented at the Regional NACADA Conference, Austin, TX. Retrieved from <http://www.eric.ed.gov/PDFS/ED382264.pdf>

At [Coffeyville Community College](#) in Kansas, six faculty were given monetary incentives to participate in a project to improve academic advisement for at-risk students. One piece of this project was the “Early Academic Warning System (EAWS)” (p. 2). The EAWS system allowed faculty to create daily reports for student performance/behavior. The form included a list of predetermined warnings (e.g., absent, low assignment score, etc.) and a comments field. In addition to reporting poor performance/behavior, faculty could report when a student performed well. After submission, the report was then forwarded to the student’s advisor, the Dean of Students, the Director of Academic Support, etc. (p. 9).

“In 1994, 73 students participated in the program with a Spring 1995 retention rate of 86%. These students had an overall gpa of 2.77 and an average credit load of 16.2 hours. (pp. 11-12).

Hudson, W. E. (2006). Can an early alert excessive absenteeism warning system be effective in retaining freshman students? *Journal of College Student Retention*, 7(3-4), 217-226. Retrieved from <http://baywood.metapress.com/link.asp?target=contribution&id=8TDY798N1ACK9733>

[Morehead State University](#) in Kentucky implemented a system to try to increase retention through early intervention for students who had an excessive number of absences. Faculty were asked to complete an online early alert form to report students who were missing class. This form initiated a process where appropriate advisors, peers, etc. were called in to assist the students.

“There were 108 students (50% of 216) who were successfully contacted via telephone, letter or e-mail. Ninety-one (85%) of the 108 students contacted responded to the contact attempts. Seventeen (16%) of the 108 students contacted did not respond to the contact attempts. There were 44 (48%) of the 91 students contacted who remained in the courses reported and passed the courses. There were 33 (36%) of the 91 students contacted who remained in the courses and failed, and 14 (15%) of the 91 students who dropped the courses reporting excessive absenteeism” (p. 222).

Lotkowski, V.A., Robbins, S.B., & Noeth, R.J. (2004). *The role of academic and non-academic factors in improving college retention: ACT policy report*. Retrieved from <http://inpathways.net/Act-retention-study.pdf>

Researchers at [ACT](#) performed a technical study on the factors that impacted student retention at four year colleges and universities. One of their conclusions from this study was that colleges should target at risk students and utilize early alert systems to track at-risk students.

“This policy report recommends that educational administrators and policymakers take an integrative approach to design and develop programs and policies that address both the academic and non-academic factors that relate to college retention and performance, and that recognize differences among student populations. The most successful retention strategies often use an early alert, assessment, and monitoring system based on academic factors such as high school and/or college GPA, test scores (ACT Assessment, tests in college courses), and other performance indicators such as completed assignments and class attendance” (p. 20).

Newson, R., Kiah, D., Ross, R., Dantley, S. J., Taylor, M., Turner, K., . . . Reid, G. W. (2009, October). *Best practices for accelerating student success at Maryland’s public historically black institutions*. Retrieved from http://dlslibrary.state.md.us/publications/JCR/2009/2009_163-166a.pdf

This report includes a list of commercial products utilized by schools to provide early alerts to students:

“Providing faculty with a mechanism to alert students and their advisors of poor student performance as soon as a problem arises is one of the most utilized best practices in academic advising. In a 2007 Noel-Levitz survey of 193 four-year institutions, 76 percent of four-year public institutions and 79 percent of four-year private institutions responded that they utilize early alert and intervention systems to enhance retention. Starfish Early Alert System, Student Early Alert System, and Early Alert Retention Software are examples of commercial products that provide this service. The widely-used Blackboard course management system also features an Early Warning System (EWS) through which faculty can notify a student or other designated individuals that a student is not performing satisfactorily. Working in concert with the Gradebook feature, the EWS allows faculty to define scenarios in which warnings are disseminated (e.g., low test grades, a particular number of absences, assignments not completed, etc.)” (p. 6).

Zelazek, J.R. (2011, May). *Intrusive advisement: A necessary process to retain graduate students and bolster graduation rate*. Paper presented at the 13th Annual International Conference on Education, Athens, Greece. Retrieved from <http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED520718>

Definition of intrusive advisement:

“Intrusive Advisement (Glennen, 1985) illustrates the periodic and scheduled contact of the graduate student via all types of electronic means in order to monitor the student’s progress and assure that each is aware of what is necessary to succeed” (p. 2).

Data:

“The graduation rate for the Advisor who employed Intrusive Advisement had a 63% graduation rate (Zelazek, 2011) for his advisees, whereas the collective graduation rate for the other eighteen advisors was 54% (Zelazek, 2011). This is a substantial positive difference and can be traced to the Advisor’s close contact with each of his advisees while they were enrolled in the degree program” (p. 7).

Online Portal

Betts, K. & Lanza-Gladney, M. (2010, Mar.). *Academic advising: Ten strategies to increase student engagement and retention by personalizing the online education experience through online human touch*. *Academic Advising Today*, 33(1). Retrieved from http://www.nacada.ksu.edu/AAT/NW33_1.htm#5

The Master of Science in Higher Education (MSHE) graduate program at [Drexel University](http://www.drexel.edu) sought to increase student engagement and communication in a primarily online program. MSHE developed an online advising program called “Online Human Touch (OHT)” to reach its distance learners more effectively. One of the pieces of this

project was a resource portal where students could communicate via blogs and access other information and resources. OHT was integrated into the MSHE program in 2005.

“The MSHE Program was launched in fall 2005 with a cohort of 26 students; enrollment has increased to 209 students in fall 2009. The overall student retention rate between fall 2005 and fall 2008 was 83%” (para. 4).

Fischman, J. (2011, Nov. 6). 7 community colleges open an online doorway to better grades and graduation rates. Retrieved from http://chronicle.com/article/7-Community-Colleges-Try-an/129605/?sid=cc&utm_source=cc&utm_medium=en

[Central Piedmont Community College](#) sought to raise their retention rate (60-70%) by creating an Online Student Portal learning system which assesses learning styles and allows for early alerts to college counselors and professors. Retention rates among users rose to 87%. Six other community colleges are currently piloting the open-access software.

Gregory, J. M., Heinze, L. R., Bagert, D., & Mengel, S. A. (2002, November). *E-COACH: A paradigm shift for efficient advising*. Paper presented at the Frontiers in Education Conference, Boston, MA. Retrieved from <http://www.fie-conference.org/fie2002/papers/1263.pdf>

The [College of Engineering](#) at [Texas Tech University](#) merged three online student services components into one “electronic coach.” These components included ED DOCTOR (Education Development, Decision on Careers, Training, Operations, and Responsibilities), QUICK Advisor (Selecting, Scheduling and Registering for Classes), QUALITY Assessment (Alumni Surveys, Teacher Evaluations, Course Evaluations, Etc.) (Fig. 2). No numbers were given for retention, but data on the association between major match and GPA is available in Figure 4.

Klein, A. (2006). One-stop wonders. *University Business*, 9(3), 56-60. [[direct article link](#)]

The University of Minnesota created “one-stop” student services centers at each of three campuses and a parallel one-stop virtual center for 24/7 online assistance.

“ ‘Without the website, the one-stop centers would be flooded with students, especially during registration time,’ Koskan says. ‘I’m not sure the centers could accommodate all of our students.’ The web option has helped to reduce the volume of walk-ins and phone calls to the physical centers.” (p. 58).

Shugart, S. C., & Romano, J. C. (2008). Focus on the front door of the college. *New Directions For Community Colleges*, (144), 29-39. [[direct article link](#)]

[Valencia \(Community\) College](#) developed an advising model that includes a three pronged approach: LifeMap, a “developmental advising model” that focuses on student planning and goal setting, Atlas, a “student learning portal” that realizes LifeMap online,

and a revised “learning-centered delivery service model” that allows for one stop assistance (pp.33-35).

“Fall to spring persistence of students has grown during the period of these reforms from about 66 percent to more than 80 percent” (p. 37).

Shugart, S., & Romano, J. C. (2006). LifeMap: A learning-centered system for student success. *Community College Journal Of Research & Practice*, 30(2), 141-143. doi:10.1080/10668920500433116 [direct article link]

[Valencia \(Community\) College](#) developed LifeMap, a developmental advising system, in order to become a more learning-centered college. LifeMap focuses on career and educational planning and helps eliminate ‘silo’ offices.

Data from page 142 of this article (quoted exactly):

- **Fall to Spring persistence rate** for First-Time-in-College Students was **79%** in 2004–05 compared to 65% in 1994–95.
- **Average number of credit hours** completed increased to **8.9** in fall 2005 from 7.9 in fall 1994.
- The **term-to-term persistence rate of new students who enroll in required developmental courses and take the student success course is 90%** compared to 62% for students who drop their developmental course and do not take the student success course (fall 2004 to spring 2005 data).
- Valencia ranks #1 among community colleges in the US in the number of associate degrees awarded, and #4 in associate degrees awarded to Hispanic students.

Peer / Personal Advisors

Kiker, J. (2008). Enhance student advising and academic and life supports. *Techniques: Connecting Education and Careers*, 83(3), 44-48. [direct article link]

[Chabot \(Community\) College](#) pioneered the Puente Project in 1981 to address the high dropout rates for Hispanic students. Since then 56 other community colleges have replicated it. Students take two writing courses with the same professor, are matched with mentors, attend workshops, and participate in service projects. [Fox Valley Technical College](#) has both an Office of Counseling and Educational Support Services and a separate Faculty Advising Office, which allows for a more personal bond between student and a faculty member. Peer advising is also offered, and “New students find it more comfortable to talk to and ask questions of their peers” (p.48). (See also [Fox Valley Technical College Academic/Faculty Advising Guidelines, 1999/2000](#); http://www.nacada.ksu.edu/AAT/NW25_2.htm#a3)

Kuba, S. E. (2010). *The role of peer advising in the first-year experience*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3437085)

Six themes are described relating to a study on peer advising at the [University of Wisconsin-Madison](#). “Peer advising programs utilize undergraduate students to provide guidance, support, and referrals for other undergraduate students” (p. 5). Typically students find peer advisors to be available for providing academic support and reassurance. Peer advisors are considered to be more realistic and holistic in their advising as opposed to faculty advisors. One program discussed is email-based peer advising, where students can send emails and “receive responses from three to four trained facilitators...[the] goals for students emailers are to provide an opportunity for a laid-back, anonymous, supportive, non-judgmental discussion of various issues... offer peer-to-peer ‘support’ away from the clinical setting that often has an intimidating stigma;[and] be a safe-haven for students afraid of talking with someone face-to-face” (pp. 47-48). Peers often are more relatable and have more shared experiences; this can make talking to a peer advisor less intimidating than speaking with a faculty advisor: “Students were more likely to seek academic support from their peer advisors. This support extended to not only course selection, but to creating entire four year plans” (p.66).

Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2005). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.

A look at successful advising practices shows that several colleges connect students with an advisor through a first-year seminar course, similar to SLS1101, and are then connected to a departmental advisor once a major is declared. Sometimes there is an advising team, like at Wheaton, “composed of the faculty mentor, peer mentor, librarian, and administrator...” (p. 129).

Nitecki, E. M. (2011). *The power of the program: How the academic program can improve community college student success*. *Community College Review*, 39(2), 98-120. doi: 10.1177/0091552111404926

The author examines two academic programs within a struggling community college. While graduation rates overall are 12.5%, students in the paralegal program and early childhood education program have graduation rates of 32.2% and 51.3%, respectively (p. 102). One of the key factors contributing to the higher success rates is the personal advising offered by each program. The paralegal program has one full-time professor who handles advisement, job placement, and internships. “The Paralegal Program’s efforts to assume advisement duties were key in maintaining student retention. One professor explained the importance of doing program advisement: ‘Our retention rate is very high because we’re a program and we work closely with [students]. . . . We do all our own academic advising. Without that, they’re . . . adrift’” (p. 109). The early childhood education program has a more diffuse responsibility for advisement, with all faculty members contributing. “As the students’ main point of contact was in the

classroom, professors gave students in introductory courses an advisement sheet listing all of the classes they would need to complete to obtain the early childhood education degree. In addition, one-on-one advisement was strongly encouraged in every class” (p. 113).

Peck, A. (2011). Peer involvement advisors improve first-year student engagement and retention. *About Campus*, 16(3), 22-25. doi:10.1002/abc.20064

Stephen F. Austin State University created a Peer Involvement Advising Program as part of their Involvement Center to address problems with persistence. Peer advisors work with students to determine what they would like to get out of their college experience outside the classroom. “Among first-year students who participated, the retention rate for fall to spring was 95 percent. When compared to the university’s overall fall-to-spring retention rate of 89 percent for first-year students, this was a tremendous success... 91 percent said that it made them feel more connected to the university. Eighty-two percent said that it made them more likely to seek leadership roles in the future, and 92 percent said that it made them more aware of what they were learning from their cocurricular experiences. Additionally, 87.5 percent said that the program helped them keep their schoolwork, social life, and cocurricular experiences in balance.” (p. 24).

Pedescleaux, D. S., Baxter, G., & Sidbury, C. (2008). Transforming learning: Academic advising at Spelman College. *Peer Review*, 10(1), 24-26. [[direct article link](#)]

Advisors at [Spelman College](#) meet with new students individually and in groups (where general information is dispensed). Once students choose a major, they are assigned a faculty advisor within their field of study. Assessment is through an annual Survey of Academic Advising, given to first year students and seniors. Spelman plans to reinstitute registration PINs to make it impossible to register for classes without first visiting their advisor. Satisfaction rates have remained fairly steady for three years, with seniors showing more satisfaction than freshmen. Spelman also is going to address the mentoring aspects, as “only 22.2 and 29.8 percent of first-year students and seniors, respectively, report that advisers helped with personal problems” (p. 26).

Rosenthal, K. I., & Shinebarger, S. H. (2010). Peer mentors: Helping bridge the advising gap. *About Campus*, 15(1), 24-27. [[direct article link](#)]

[Union College](#) has developed a Peer Assistants for Learning program that uses peer mentors to bridge the gap between what traditional academic advisors and faculty members cover, and what students need to achieve academic success. While their sample size is small (15 students out of an eligible 29 took part), 14 of them (93%) improved their GPAs, most a full letter grade (p. 27).

Self-Leadership / Self-Authorship

Baxter Magolda, M. B. (2003). Identity and learning: Student affairs' role in transforming higher education. *Journal of College Student Development*, 44(2), 231-247. doi: 10.1353/csd.2003.0020

Self-identity is a crucial part of students being able to progress to self-authorship within several realms of student affairs, including academic affairs. "Transforming higher education to place self as central is necessary to assist students to meet typical expectations of college life" (p. 232). One example is [Virginia Tech's](#) advising model, which allows for more attention and guidance at the beginning of a student's college career, and gradually shifts to a student-centered approach with students shouldering more of the responsibility. VT lays out specific goals and responsibilities for both advisor and student for each of the four years a student typically attends.

Baxter Magolda, M. B. (2007). Self-authorship: The foundation for twenty-first century education. *New Directions for Teaching and Learning*, 109, 69-83. doi: 10.1002/tl.266

"Studying a diverse group of students who participated in the program for a semester, Pizzolato (2006) reported that participants exhibited greater gains in semester grade point average (53 percent compared to nonprogram students 28 percent), greater gains in cumulative grade point average (3 percent compared to 2 percent), and less attrition (16 percent versus 34 percent)" (p. 76).

Baxter Magolda, M. B. (2008). Three elements of self-authorship. *Journal of College Student Development*, 49(4), 269-284. doi:10.1353/csd.0.0016

Self-authorship as a concept is fairly recent, having only been defined in the last 15 years. The skills, however, are extremely relevant for post-college employment. As originally cited in AACU, "76% of employers wanted colleges to place more emphasis on teamwork skills in diverse groups and intercultural competence and 64% advocated greater emphasis on complex problem solving" (p. 270). Self-authorship within academic advising can help students develop these skills.

Freeman, L. C. (2008). Establishing effective advising practices to influence student learning and success. *Peer Review*, 10(1), 12-14. [[direct article link](#)]

[University of Wisconsin-Oshkosh](#) in 2002 established a campus advising model and an Advisory Council for Comprehensive Academic Advising, which has led to a program with defined goals and outcomes. The advising center has teams based on colleges. The result of this was a much higher satisfaction rate with academic advising.

Hemwall, M. K., & Trachte, K. C. (1999). Learning at the core: Toward a new understanding of academic advising. *NACADA Journal*, 19(1), 5–11. Retrieved from http://www.suffolk.edu/files/College_Deans_Office/Learning_at_the_Core.pdf

The authors suggest that the idea of praxis, from educational theory, be integrated into advising. Praxis is defined as a person being able to understand and analyze the beliefs and practices of his world in order to act effectively. “...Academic advisors should engage their advisees in dialogue about the purpose and meaning of course requirements. They should talk with advisees about the educational goals, and related values, of the curriculum. Advisors need to help students understand why ‘citizens of the world’ should understand different ways of thinking about the world” (p. 8).

Pizzolato, J. E. (2005). Creating crossroads for self-authorship: Investigating the provocative moment. *Journal of College Student Development*, 46(6), 624-641. doi: 10.1353/csd.2005.0064

“Because students are in the midst of making decisions about what they enjoy and want to become, academic advisors should ensure that their advising focuses on students’ identity development and not merely on course requirements, grades, or career placement test scores. Conversations about the reasons behind students’ interests, the implications of choosing particular majors, and clarifying students’ understanding of who they are, who they want to become, and how to get from one to the other may prove particularly helpful in creating provocative moments. As students reflect on their goals, and their implications, advisors may then help students develop richer networks of information about their choices, and support students’ construction of increasingly more complex ways of decision-making” (p. 638).

Pizzolato, J. E. (2006). Complex partnerships: Self-authorship and provocative academic-advising practices. *NACADA Journal*, 26(1), 32-45. Retrieved from <http://www.nacada.ksu.edu/journal/26-1-Pizzolato%2832-45%29.pdf>

An examination of student narratives on advising yielded results suggesting that self-authorship as a philosophy is useful for students. “Findings suggest that student decision-making and self-authoring abilities were enhanced by advising sessions that focused explicitly on goal reflection and associated volitional planning. Students benefited from advising in which nonacademic factors were addressed” (p. 32).

Pizzolato, J. E. & Ozaki, C. C. (2007). Moving towards self-authorship: Investigating outcomes of learning partnerships. *Journal of College Student Development*, 48(2), 196-241. doi: 10.1353/csd.2007.0019

Self-authorship is examined in the context of the Learning Partnerships Model (LPM), which has three principles: “(a) validate students as knowers, (b) situate learning in students’ experiences, and (c) define learning as mutually constructing meaning” (p. 197). 22 students at a large university participated in an advising program using these principles. The program consisted of regular sessions with an advisor focusing on a

variety of topics (e.g. goal setting, time management). Students showed progress towards self-authorship, marked towards two shifts in their belief systems: the controllability of outcomes and that the self is important to decision making.

Pizzolato, J. E. (2008). Advisor, teacher, partner: Using the learning partnerships model to reshape academic advising. *About Campus*, 13(1), 18-25. doi:10.1002/abc.243

Pizzolato explores the pairing of self-authorship with the learning partnerships model (LPM). LPM combines the concept of self-authorship (students taking control of their decisions) with guidance by advisors to create an action plan and to plan for possible obstacles. “Students participating in the LPM advising programs improved their semester GPA by an average of 53 percent, while similar students who did not participate in the programs averaged 28 percent improvement” and “in terms of attrition, only 16 percent of the students in the LPM programs left the institution, compared with 34 percent of the students who did not participate in the LPM programs” (p. 23).

Sanford, B. J. (2006-7). Advising strategies and tools for first-year college student adjustment and retention. *Journal of College Literacy and Learning*, 34, 41-55. Retrieved from http://www.j-cll.com/files/34_Sanford.pdf

The College Admissions Achievement Program (CAAP) at [Michigan State University](#) employed a number of strategies to work with low-income first generation students. Strategies include an academic engagement rubric, a focus on task-oriented advising, self-management tools, academic progress reports, and aggressive outreach. Advising has been transitioned from a prescriptive to developmental model, employing the use of an advising syllabus and action item lists to direct focus. This leads to students identifying behavioral changes needed to improve academically.

Shugart, S. C., & Romano, J. (n.d.). Chapter 9: Aligning student affairs in a learning-centered college. Retrieved from Owensboro Community and Technical College, QEP website: <http://legacy.owensboro.kctcs.edu/ir/qep/AligningStudentAffairs.pdf>.

Valencia Community College has become a model for academic advising with a three pronged approach: LifeMap, Atlas, and the Learning-Centered Student Services Delivery Model. Valencia operates on the notion of “Big A to the Big S,” in which A is the advisor and S is the student. As students progress, they are expected to move from heavily advisor-guided (A) to heavily student-guided (S). This promotes competency and self-sufficiency with the process and in decision-making. [LifeMap](#) is an important tool for student goal-setting and planning. This entire model has resulted in improvements in many categories, including the fact that the “Fall Term to Spring Term persistence rate for First Time in College students was 79% in 2003-04, up from 65% in 1995-95” (p. 24).

White, E., & Schulenberg, J. (2012). Academic advising—a focus on learning. *About Campus*, 16(6), 11-17. doi:10.1002/abc.20082

“Because academic advising is situated at the intersection of each student’s various educational experiences—from major to general education to experiential learning to cocurricular experiences—an advisor can focus students’ attention on their emerging skills in harnessing multiple ways of thinking and knowing, on connecting diverse learning experiences, and on translating skills across various settings” (p. 11). This theoretical article discusses the importance of assessment within advising programs, and gives suggestions for how to set and measure learning outcomes.

General Articles

American College Testing. (2010). *What works in student retention? Fourth national survey: Community college report*. Retrieved from <http://www.act.org/research/policymakers/pdf/droptables/CommunityColleges.pdf>

An analysis of survey results shows that advising interventions with special populations has an incidence rate of 73% among community colleges, and having an academic advising center has an incidence rate of 64% (Table 7). Both are highly rated as being important to retention (ranked 11 and 14, respectively). Two items that are highly rated but less common is integration of advising with first-year transition programs (ranked 13 with an incident rate of 36%) and an increased number of academic advisors (ranked 12 with an incidence rate of 36%). Peer mentoring is ranked 58 with an incidence rate of 31% (Table 8).

Bahr, P. R. (2008). *Cooling out in the community college: What is the effect of academic advising on students’ chances of success? Research in Higher Education*, 49, 704-732. doi:10.1007/s11162-008-9100-0

Bahr seeks to refute Clark’s concept of the “cooling out,” where community college advisers can harm students by discouraging them from overambitious goals. This seems to indeed be the case in certain instances, with race being a factor. After an extensive analysis of data, Bahr finds that “under nearly all conditions, advising appears to be actively beneficial to students’ attainment” (p. 727) and that “advising appears to be more beneficial for those students who face greater disadvantages with respect to academic preparation than it is for better-prepared students” (p. 721).

Center for Community College Student Engagement. (2012). *Support for learners*. Retrieved from http://www.csse.org/survey/bench_support.cfm

“Over half (58%) of students use academic advising services sometimes or often, and one-third (34%) rarely or never use them.” Santa Fe’s own results (from 2010) can be seen below:

13a.	Frequency: Academic advising/planning (SUPPORT)	Do not know/not applicable	USEACAD	58	6.9
		Rarely/never		336	39.8
		Sometimes		354	41.8
		Often		98	11.6
		Total		846	100.0

Cuseo, J. (n.d.) *Academic advisement and student retention: Empirical connections & systemic interventions*. Retrieved from <http://www.ccsse.org/center/resources/docs/research/cuseoretention.pdf>

Cuseo has a listing of proven strategies for improving the quality of academic advisor. He states that "...a strong case can be made that academic advising exerts a significant impact on student retention through its positive association with, and mediation of, variables that are strongly correlated with student persistence, namely: (1) student satisfaction with the college experience, (2) effective educational and career planning and decision making, (3) student utilization of campus support services, (4) student-faculty contact outside the classroom, and (5) student mentoring" (p. 1). Cuseo mentions that "in a national survey of 944 colleges and universities, college administrators identified "inadequate academic advising" as the number-one characteristic linked to student attrition on their campuses" (p. 5). The link can be made, therefore, that "effective advising can exert appreciable impact on student retention through its salutary influence on students' educational and career planning and decision-making" (p. 6).

Lotkowski, V. A., Robbins, S. B., & Noeth, R. J. (2004). *The role of academic and non-academic factors in improving college retention: ACT policy report*. Retrieved from http://www.act.org/research/policymakers/pdf/college_retention.pdf

The ACT performed an intensive survey comparing academic and non-academic factors to retention and student success rate. "[T]he findings indicate that of the non-academic factors, academic self-confidence and achievement motivation had the strongest relationship to college GPA. The contextual influence of financial support, academic goals, academic-related skills, social involvement, institutional commitment, and social support had a moderate relationship to GPA, while general self-concept had a weak relationship" (p. 8). These are skills that can be addressed through academic advising. "One of the primary factors affecting college retention is the quality of interaction a student has with a concerned person on campus (Habley, 2004). Academic advising is one of the few ways in which a college can formally implement this type of interaction...survey results indicate that many colleges failed to capitalize on the benefits of quality advising, particularly, when it came to helping students stay in school. Few colleges had a formal, structured program in place to effectively promote advising as a way to increase retention" (p. 16).

O'Banion, T. (1994). An academic advising model. *NACADA Journal*, 14(2), 10-16.

Retrieved from

http://www.uni.edu/advisorhandbook/sites/default/files/An_Academic_Advising_Model.pdf

This is one of the most influential articles on the field of academic advising, and pushes a conversation and exploration between student and advisor. "The process of academic advising includes the following dimensions: (1) exploration of life goals, (2) exploration of vocational goals, (3) program choice, (4) course choice, and (5) scheduling courses" (p. 10).

Pietras, S. A. (2010). The impact of academic advising on GPA and retention at the community college level. Unpublished doctoral dissertation, Indiana University of Pennsylvania, Indiana, PA. Retrieved from

http://www.isu.edu/acadaff/pdf/Retention%20Documents/Pietras_AdvisingGPARetention_diss.pdf

The author recognized a lack of research data comparing objective factors such as GPA to academic advising. "A link exists between advising and GPA, as well. Crockett (1978b) finds GPA and retention benefit from an advising effective program. Metzner (1989) finds that advising improves academic performance. Another study found an advising program could improve retention and GPA as well (Hesser, Pond, Lewis, & Abbott, 1996)" (p. 59).

Schuh, J. H. (2008). Assessing student learning. In Gordon, V. N., Habley, W. R., & Grites, T. J., *Academic advising: A comprehensive handbook* (2nd ed., pp. 356-368). San Francisco, CA: Jossey-Bass.

On pages 359-360, Schuh lists the sixteen "Student Learning and Development Outcome Domains for Academic Advising Programs" from the *CAS Professional Standards for Higher Education* (2006): intellectual growth, personal and educational goals, enhanced self-esteem, realistic self-appraisal, clarified values, career choices, independence, effective communication, leadership development, healthy behavior, meaningful interpersonal relationships, collaboration, social responsibility, satisfying and productive lifestyles, appreciating diversity, and spiritual awareness.

Smith, C., & Allen, J. (2006). Essential functions of academic advising: What students want and get. *NACADA Journal*, 26(1), 56-66. [[direct article link](#)]

Researchers at [Portland State University](#) identified 12 functions of academic advising and surveyed students about each function. Students were asked how important each function was, as well as how satisfied they were. "The results of this study confirm that the advising functions we identified are important to students: information; integration of various parts of the curriculum with academic, career, and life goals; individuation; shared responsibility; and referral" (pp. 61-62).

Smith, J. S., Szelest, B. P., & Downey, J. P. (2004). Implementing outcomes assessment in an academic affairs support unit. *Research In Higher Education*, 45(4), 405-427. [\[direct article link\]](#)

This article presents an example of utilizing student learning outcomes for assessment of an advising center. The discussion includes the development and implementation of this assessment model.

Townsend, B. K., & Wilson, K. (2006). "A hand hold for a little bit": Factors facilitating the success of community college transfer students to a large research university. *Journal of College Student Development*, 47(4), 439-456. doi:10.1353/csd.2006.0052

Advising is one of the central factors that allow for a successful transition from a 2-year to 4-year institution. Advisement is crucial at both institutions, and the advising process can be tailored to the needs of a transfer student. Future transfer students typically need more information about the transfer process from the community college, as well as information about differences in institutional missions, which has implications for a student's integration into a school.