

Fast Pass to Successful Advising

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NEED FOR INTERVENTION

- ❖ Increase student success
 - ❖ Persistence
 - ❖ Course Success
 - ❖ Retention
 - ❖ Graduation/Completion

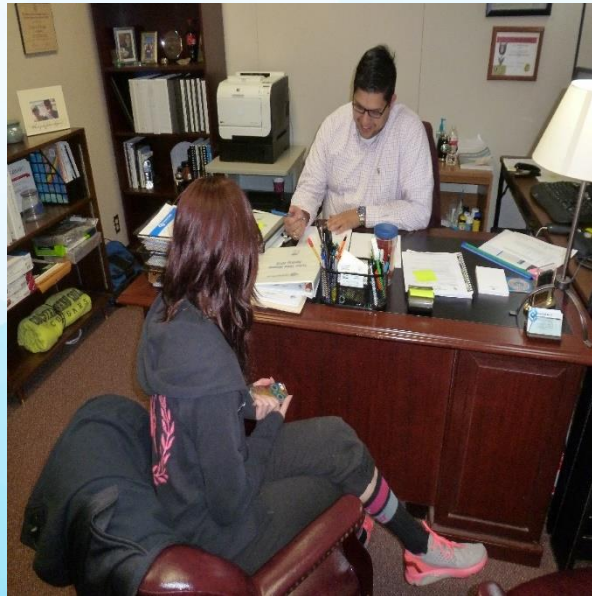


“Effective retention programs have come to understand that academic advising is at the very core of successful institutional efforts to educate and retain students.”

--Vincent Tinto

Leaving College: Rethinking the Causes and Cures of Student Attrition.
Chicago: The University of Chicago Press. 1987, 2nd ed. 1993.

It remains the responsibility of the student to attend to his/her academic needs, but we are here to guide them as Dedicated Advisors.

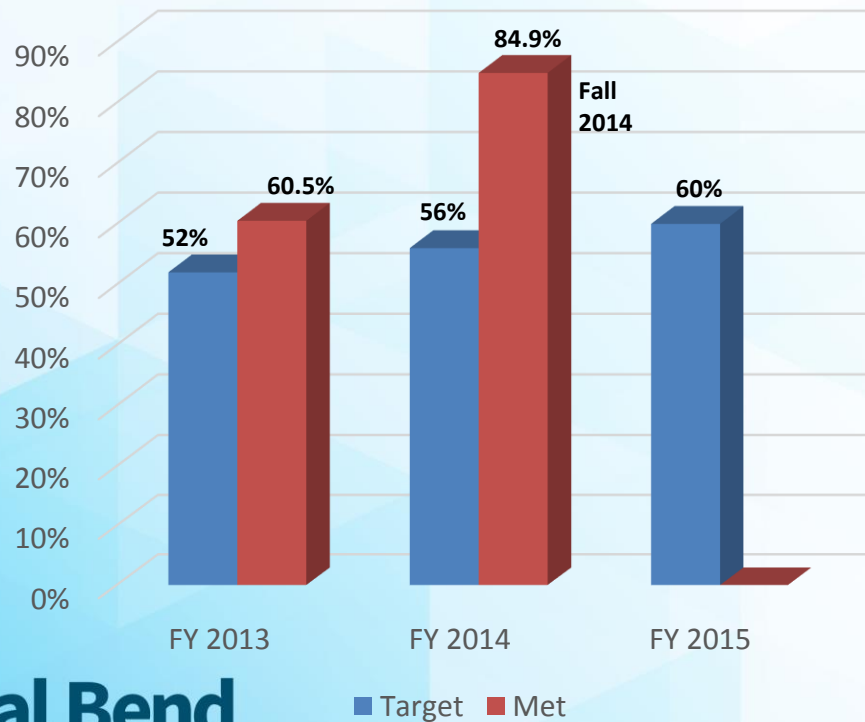


Dedicated Advising:

Our 2020 goal is for the Dedicated Advising survey data to show that 83% of our CBC Students received or were informed of services listed on the Education Plan including: helping them obtain a signed degree plan, signing-up for the correct courses each semester, setting goals, study-time, grades, and referring them to Success Support Services as needed.

Key Performance Indicator: Excellence

Dedicated Advising Per Student Survey Responses CBC Target



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■ Target ■ Met

THE INTERVENTION

- ❖ Do not assume that everyone knows how to advise.
Provide continuous training on “How To’s”
- ❖ KISS (Keep It Simple Sweetie)
- ❖ Immediate feedback for all involved from surveys collected is critical
(Announce surveys have been emailed at meetings, post on web page & Facebook, Tweet it!, Send reminder emails, etc.)
- ❖ Always plan interventions with scaling up and the end result in mind
- ❖ Support from the faculty and all stakeholders is crucial.

TAKING IT TO SCALE

Spring 2012

*Decided what our QEP/AtD Institutional Interventions would be

- *Broad-based input

- *Online Surveys

- *All employees met in small groups and provided input

TAKING IT TO SCALE

Fall 2012 & Spring 2013

*College Counselors and Advisors advised students

*Only dual enrollment students received Mid-term and final grades in numeric format

TAKING IT TO SCALE

Fall 2013

- *Implementation of Dedicated Faculty Advising Model using paper forms
- *Students were paired with a faculty member in their field of study when possible
- *Implementation of quarterly grades (alpha only) for all students. (Dual enrollment students continued to receive numeric Mid-Term and Final grades.)
- *Administered anonymous Advising Survey to Students and Faculty
 - *Both agreed that the paper forms were tedious and repetitive

TAKING IT TO SCALE

Spring 2014

*Began Online Advising Model using Zogotech and our CBC web pages as resources

*Continued implementation of quarterly grades in alpha format for the first half of the semester

*Changed to numeric quarterly grades for the 3rd and 4th quarter and added a Final Grade Column for the alpha grade (all quarterly grades in future will be numeric)

TAKING IT TO SCALE

Fall 2014

*Implementation of pairing students to advisors who are not only in their field of interest, but also their instructor that semester, when possible. If a FT instructor was not an advisor, they were asked to serve on a committee. Also, Administrators advised up to 10 students each.

*Faculty Senate President joined the Quality Enhancement Plan Leadership Team “QLT” to share faculty concerns and successes and to share QLT meeting information highlights with the faculty so that all stakeholders are kept “in the know.”

TAKING IT TO SCALE

Fall 2014

*Continued all numeric quarterly grades and a Final Grade in alpha format

*Realized 2013-14 survey did not capture data we needed

- *New IE Administrator and staff

- *KPI goal was to break down by AA, AS, Workforce, Core and Transfer

- *New questions ask reasons for attending (FT/PT Associates in Academics, FT/PT workforce degree, dual credit, transfer credits, & CBC location)

*Administered Advising Surveys to Students and Dedicated Advisors



TAKING IT TO SCALE

Fall 2014 Student Advising Survey Responses

Workforce Student:

“My Dedicated Advisor saw me every day so we talked a lot about all my classes. This was my second semester here, and things went good. My Advisor has a OPEN DOOR policy, so if we needed to talk to him we could.”

“Love the support the nursing program has with the instructors”

“I think you should be assigned an advisor that is on the same campus as you so that way it is easier to communicate with them.”



TAKING IT TO SCALE

Fall 2014 Student Advising Survey Responses

Academic Student:

“She is an awesome advisor.”

“I loved all the help [my advisor] provided me although I got off to a late start with her I'm glad she is still is my faculty advisor and super grateful that she is available when I need her. She has helped me get back on track by showing me how close I am to my goal and cheering me on along the way!!! :)”



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TAKING IT TO SCALE

Fall 2014 Student Advising Survey Responses

Unidentified Student:

“Excellent semester, professor was very organized and material taught very well and no extra mentoring was needed for me.”

“I did not need much help this semester. I feel that if I need any help at school that I always have someone to help me.”

“I have never talked to or nor did I know that I was assigned a dedicated advisor.”

TAKING IT TO SCALE

Fall 2014 Student Advising Survey Responses

Dual Credit Student:

“The professors at CBC are very helpful and I have learned a lot from being a student in their classes this semester. Communication could be a little better between the dual credit students and the professors. Overall I enjoyed this semester at CBC.”

“I'm not sure that dual credit students have a Dedicated Advisor but our TRIO counselor was a great help whenever we needed it.”

TAKING IT TO SCALE

Fall 2014 Advisor Advising Survey Responses

“There is time to advise, but not enough to do all the paperwork that goes with it. Very difficult to get with advisees at other sites, unless you cancel classes and then you are not assured that those students will all show up.

Advisors should only advise students at their sites and could have a subject matter expert to call to help advise students on a particular degree plan.”

“Time seems to be the biggest problem.”

“I had my advisees in class so it was very easy to advise them regularly.”



TAKING IT TO SCALE

Fall 2014 Advisor Advising Survey Responses

“I enjoyed being able to advise students because in my position I do not get the opportunity to visit with students much. Advisors need their tentative list of advisees at least a week before school starts.”

“We have an advising model?”

TAKING IT TO SCALE

Spring 2015

- *Fall 2014 Surveys were a small sample
 - *Focus Groups at table
 - *2-3 short questions
 - Why are you attending CBC (Associates in Academics, Workforce Certificate/Degree, Transfer Credits, Dual Credit, or Personal Enrichment)
 - How secure are you with your educational plans while taking courses at Coastal Bend College?
 - Who informed you?
- *Give small token of appreciation for participating

The Effect on Achievement Data

**Coastal Bend College
Dedicated Advising Model
Initiated Fall 2013**

Semester	# Students Enrolled	Fall to Fall Retention	Fall to Spring Persistence	Students with 2.0+ GPA
Fall 2011	3913			85.8%
Spring 2012*	3633		78.9%	88.5%
Fall 2012	3744	42.0%		88.4%
Spring 2013	3523		79.0%	89.2%
Fall 2013**	3510	40.7%		86.8%
Spring 2014	3365		77.9%	87.9%
Fall 2014	3775	36.7%		84.3%
Spring 2015	3569		75.9%	77.2%

*Eagle Ford Shale produced 368 oil leases in 2011 and 1,262 in 2012 and has continued to increase. (Railroad Commission of Texas, January 2015. Eagle Ford Shale Information. <http://www.rrc.state.tx.us/oil-gas/major-oil-gas-formations/eagle-ford-shale/>)

**Fall 2013, CBC initiated our QEP "CBC Smart Start."

Advising – What does it “look” like?

- ❖ www.coastalbend.edu/advising
- ❖ Verify Contact Information
- ❖ Education Plan
- ❖ Education Goal (Major, Degree, Transfer Plans)
- ❖ Course Schedule
- ❖ Mandatory Orientation (New Student)
- ❖ Grades (Returning Student)
- ❖ Graduation Application (Last Semester)
- ❖ Goals (Long-Term & Short-Term)
- ❖ Recommended Study Time
- ❖ Success Support Services at CBC
- ❖ Plan to “See” Advisee Again



Q & A



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Team Discussions on How to Implement

- ❖ How might you adapt this for your institution?



Be ready to share with everyone!



We hope you are leaving today with ideas on whether these approaches are right for your college, and if so, how you will start developing the interventions and gaining stakeholder support.

Contact Information

Coastal Bend College

www.coastalbend.edu

www.coastalbend.edu/QEP

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We look forward to hearing from you all and collaborating!

