



Student Completion Agenda – The Literature and Data on Advising

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September 2011

The National Research

What Works In Student Retention? – Two-Year Public Colleges, ACT (2004)

This study of practices that promote student success reports “that few gains in student retention result from conducting business as usual” and that campus efforts should “focus on high-impact, value-added activities.” One of the three activities was academic advising, including advising interventions with selected student populations, integration of advising with first-year programs, and increased advising staff.

Faculty -- Based Advising: An Important Factor in Community College Retention, R. McArthur, Community College Review, (Spring 2005)

“One of the ways that the faculty can have additional impact on the life of the student is through a program of quality academic advisement. According to King (1993), academic advisement and the role the faculty plays in the delivery is the most critical service available for community college students. Citing a survey by the American College Testing Program, King (1993) revealed that inadequate academic advising emerged as the strongest negative factor in student retention, while a caring attitude of faculty and staff and high quality advising emerged among the strongest positive factors. Based on several studies on the relationship between advising and retention, Gordon (1985) suggested, “If there is an active, involved, ongoing relationship between students and faculty advisors, a faculty advising system can be an important ingredient in the retention process” (p. 127).”

How Non-Academic Supports Work: Four Mechanisms for Improving Student Outcomes, Melinda Mechur Karp, Community College Research Center (April 2011)

“Students who do not have clear goals and a genuine understanding of why college is worthwhile are likely to be derailed by minor challenges and setbacks (Grubb, 2006). Helping students crystallize their goals and understand how college can help them achieve these goals may increase the likelihood that they will persist and earn a credential...Some evidence suggests that advising activities improve student outcomes when they help students develop a concrete set of steps for attaining their goals and help them understand how courses relate to these goals. Bahr (2008) and Metzner (1989) both found that advising positively influenced completion of remedial courses, persistence rates, and transfer rates after controlling for preexisting characteristics. Visher, Butcher, and Cerna (2010) found modestly positive results from enhanced advising activities, which provide students with more intensive and personalized guidance than is typical in the community college setting” (p.2).

Paths to Persistence: An Analysis of Research on Program Effectiveness at Community Colleges, Thomas R. Bailey & Mariana Alfonso, Community College Research Center (January 2005)

According to the authors, “early intervention for academically weak community college students, through counseling or other student support services, is thought to improve their persistence and academic performance (Grubb, 2003; Summers, 2003).Summers (2003), in a review of the literature on the impact of counseling on attrition, indicated that studies have found that counseling increases the retention of students who are identified as highly likely to drop out” (p. 16).

SVC Data

SENSE – Fall 2010

Academic advising/planning	1st Qtr Students	2nd-4th Qtr Students	4+ Qtr Students	All Students
Percent KNOW ABOUT IT				82.6%
Percent Used ONCE	36.9%	32.6%	29.7%	
Percent Used NEVER	37.6%	26.0%	17.7%	

Main Source of Academic Advising (%)

Instructors	28.9%			24.3%
College staff (not instructors)	17.7%			23.5%
Friends, family or other students	39.1%			38.2%
College Web site	8.6%			9.1%
Other college materials	5.7%			4.9%

A specific person was assigned to you so you could get assistance

Percent reporting YES	41.9%	46.8%	54.9%	46.6%
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CCSSE – Spring 2003 – 2010 Administrations

Importance: Academic advising/planning

	2003	2005	2007	2010
Not at all	8.7	8.8	9.5	8.6
Somewhat	29.8	34.7	30.3	29.0
Very	61.5	56.5	60.1	62.4
Total	100.0	100.0	100.0	100.0
Percent Somewhat/ Very	91.3	91.2	90.5	91.4

Frequency: Academic advising/planning

	2003	2005	2007	2010
Don't know/N.A.	6.3	8.1	8.0	6.4
Rarely/never	29.7	33.8	33.6	33.7
Sometimes	45.6	43.7	43.5	44.8
Often	18.3	14.5	14.9	15.1
Total	100.0	100.0	100.0	100.0
Percent Sometimes/ Often	64.0	58.1	58.4	59.9

Satisfaction: Academic advising/planning

	2003	2005	2007	2010
N.A.	11.8	16.3	15.2	12.9
Not at all	11.2	9.7	9.1	10.5
Somewhat	46.3	42.5	40.8	43.5
Very	30.6	31.4	34.9	33.1
Total	100.0	100.0	100.0	100.0
Percent Somewhat/ Very	77.0	74.0	75.6	76.6

An analysis comparing 2010 responses of students who stated the OFTEN used academic advising/planning and those who reported they had NEVER done so resulted in the following.

Students who responded that they had attended a college orientation program or course reported a significantly higher rating for the frequency, satisfaction and importance of

- career counseling
- peer or other tutoring
- skills labs (writing, math, etc.)

Respondents who said they often used academic advising/planning reported a significantly higher response rate regarding the extent to which the college encouraged them to spend time studying and to interact with students from different economic, social, and racial or ethnic background. In addition, students who used academic advising frequently were significantly more likely to report high levels of college support that students need to be successful and high quality of their relationships with administrative personnel and offices at the college than their counterparts who never use academic advising.

Note: these were all significant at the .01 level.