

Monroe Community College

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The Changing Role of Advisors Jess Wilkie



Date/Author

Inspiring every day.

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Advising at MCC before Guided Pathways

Advising at MCC (historically)

- Split model (professional and faculty advising)
- Differed by department or degree program
- Liberal Arts students-lost in space

Contractual obligations

- Full-time teaching faculty have a contractual obligation to advise
 - “Each full-time teaching faculty member shall participate in thirty (30) planned formal hours of advisement per academic year. Teaching faculty who do not participate in the formal planned approved advisement activities must meet their advisement responsibility by teaching one additional faculty contact hour per fifteen (15) hours of advisement. This advisement responsibility can be met through teaching a required orientation/advisement course.” Article 47, section I Contractual Agreement Between MCC and Faculty Association

Contractual obligations

What counts as advising?

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Guided Pathways and Advising

Realizing the need for change

What guided pathways implementation taught us...

“The design principles behind the guided pathways model—programs and services aligned with student end goals, simplified choices through program maps and academic plan default options, and curricular coherence—are supported by research in organizational, behavioral, and cognitive science.”



Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *What we know about guided pathways*. New York, NY: Columbia University, Teachers College, Community College Research Center

Realizing the need for change

What guided pathways implementation taught us...

Organizational science: substantially improving outcomes requires systemic reforms



Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *What we know about guided pathways*. New York, NY: Columbia University, Teachers College, Community College Research Center

Realizing the need for change

What guided pathways implementation taught us...

Behavioral science: defaults, active choice, and nudges improve decision-making



Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *What we know about guided pathways*. New York, NY: Columbia University, Teachers College, Community College Research Center

Realizing the need for change

What guided pathways implementation taught us...

Cognitive science: clear goals improve learning



Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *What we know about guided pathways*. New York, NY: Columbia University, Teachers College, Community College Research Center

How did this become an urgent issue?

- Enrollment challenges
- Financial Aid changes
- Graduation rate stagnation
- Developmental Education changes on the national stage
- Student satisfaction with current systems



Integrated Advising Board

Administrative Sponsors populated the board and developed the charge Membership

- Chairs (one from Student Services, one from Academic Services)
- Faculty Liaison
- School Specialist
- Admissions expert
- Advisement expert
- Student Services-campus specific
- Developmental Ed expert
- CTE program expert



Integrated Advising Definition

“[A] coordinated and connected approach to advising in a context that often tends to operate in silos. It’s about creating a more seamless experience for our students, one where they have clarity about what advising can do for them, they have ease in accessing it, and in which they can have their needs met in a more holistic way.”

Joy, Chantal. "Integrated Advising Defined: Unraveling the Mystery." Ontario Academic Advising Professionals, Ontario Academic Advising Professionals, 5 Nov. 2014, oaap.ca/integrated-advising-defined-unravelling-mystery/. Accessed 12 Feb. 2018.

Learning Outcomes

- Choose their pathway by gaining information regarding their education, career, financial, and personal intentions
- Develop and maintain a semester-by-semester pathway plan, which specifies courses that will lead to credentials and meet career, transfer and financial goals
- Assume responsibility for meeting academic program requirements
- Create and follow a success plan for early utilization of learning resources to support degree completion
- Engage in co-curricular opportunities related to pathway
- Develop habits of mind to successfully navigate the world beyond MCC

Advising is individualized and learner-centered. It is purposeful and planned. These outcomes are progressive; not every advisement session needs to focus on every outcome, but through the MCC integrated advising model, students will have experienced all outcomes by the end of their third full time term.

*Learning Outcomes adapted, in part, from the Council for the Advancement of Standards in Higher Education Standards and Guidelines

<http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

Providing a Consistently Quality Experience

- Every student needs an assigned advisor
 - On-boarding through graduation
 - Connection through School and pathway
 - Attributes survey
 - Administration made an important decision:
 - Student Services oversees new student advising
 - Academic Services oversees continuing student advising
 - School Specialists helping departments to manage caseload distribution after handoff from Student Services

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Training Faculty Advisors

Professional Development

Advising Courses



- [ADV 101: Introduction to Advising](#)
- [ADV 102: Introduction to Placement Testing](#)
- [ADV 104: DegreeWorks](#)
- [ADV 108: Interpreting High School Transcripts](#)
- [ADV 110: Introduction to Financial Aid](#)
- [ADV 111: Satisfactory Academic Progress](#)
- [ADV 115: Health Related Program Information](#)
- [ADV 121: Advising for Mathematics Courses](#)
- [ADV 123: Veteran Services: Navigating Military Education Benefits](#)
- [ADV 126: Introduction to Career Services](#)
- [ADV 170: Transfer Advising](#)
- [ADV 182: SUNY General Education](#)
- [ADV 190: Advising Online Students](#)
- [ADV 196: Understanding the "International Student" in](#)

Schools Advising Module



Schools @ MCC
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Guided Pathways Resources

- [Guided Pathways Resource Center](#) (*Website*)
 - [Guided Pathways Essential Practice](#)
 - [Equity, Economic Mobility & Guided Pathways](#) (*Video*)
 - [Equity, Economic Mobility & Guided Pathways](#) (*PPT*)
 - [Getting to the Next Phase in Student Success](#) (*Report*)
 - [Guided Pathways Demystified](#) (*Article*)
 - [Guided Pathways Demystified II](#) (*Article*)
 - [Guided Pathways: Planning, Implementation, Evaluation](#) (*Graphic*)
 - [Developing a System of Integrated Support](#) (*PPT*)
 - [SUNY Guided Pathways Institutes](#) (*Website*)
- ## Integrated Advisement Model
- [Presenting the Integrated Advising Model](#) - Video
- ## Newsletters

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www.monroecc.edu/schools



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