

Crafting and Utilizing Advising Learning Outcomes



Gary Johnson, Director, Schools and Integrated Pathways

Contributor: Sally Dingee, Assistant Director, Advisement & Transfer Services

Inspiring every day.

Overview

- Advising at MCC
- Development of advising learning outcomes
- Utilization of outcomes



Advising at MCC

Advising at MCC-Previously

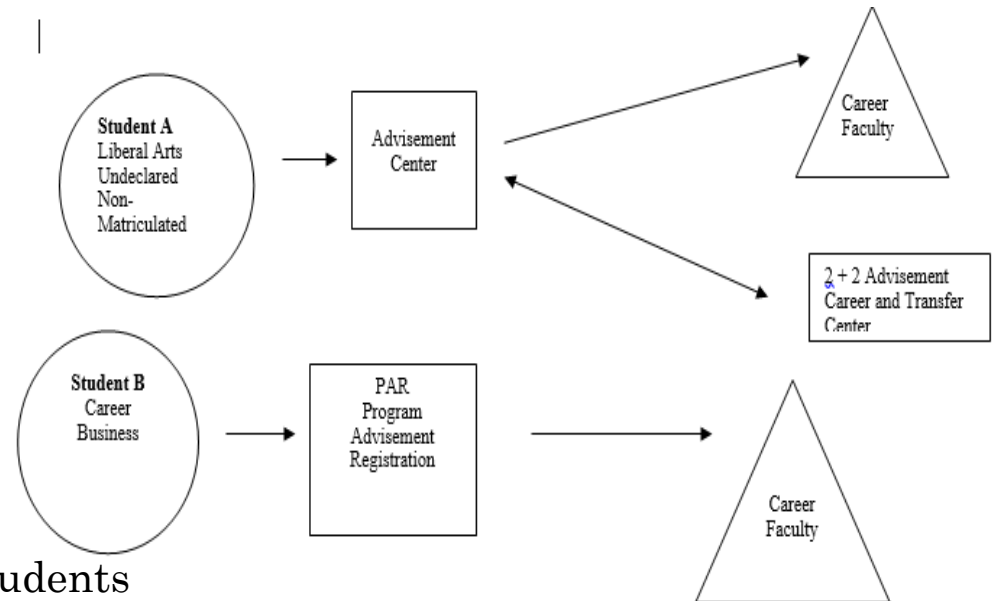
Split Model Advising

Strengths

Challenges

Changes over time

- Registration is not advisement
- Appointment offerings
- Advising outreach to students
- Promotion of advising tools to students

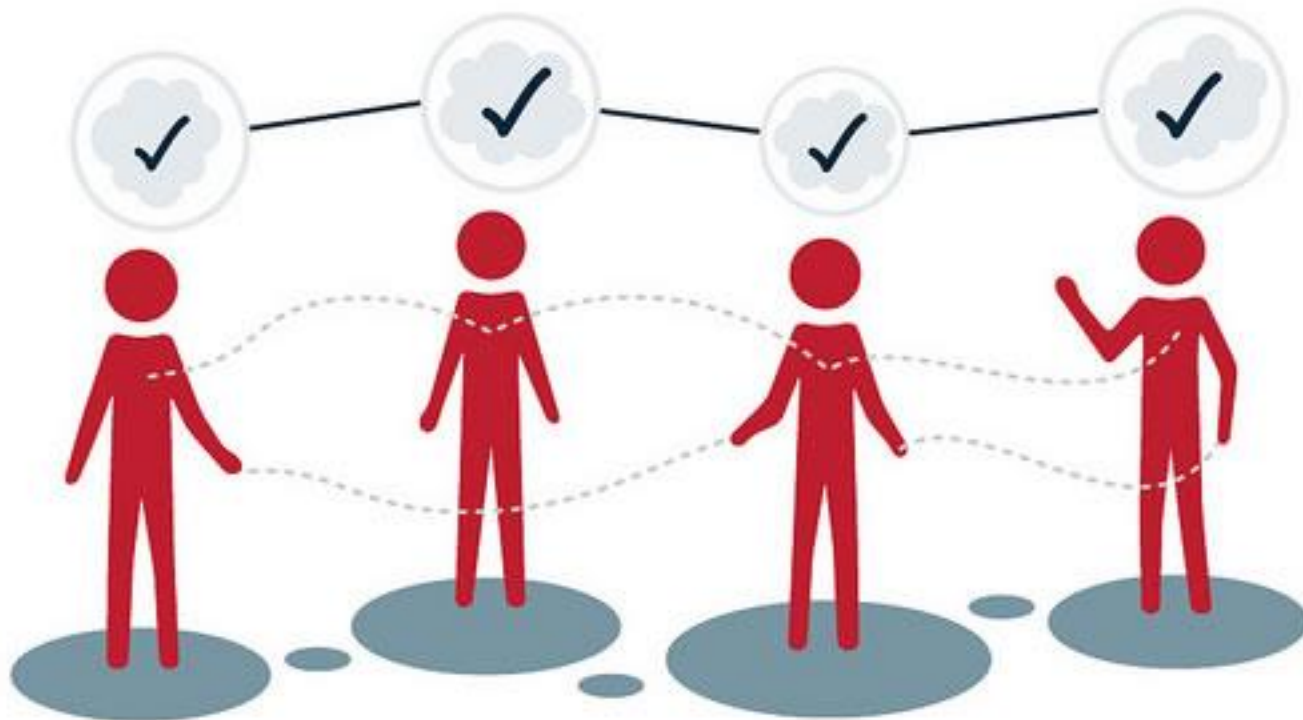


Setting the stage for change

RNL Consultation



Growing culture of cross-divisional collaboration



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 - DC
- Developmental Ed expert
- CTE program expert



Integrated Advising Model

- Integrated Advising definition
- Vision Statement
- What advising is and what advisor expectations are
- Student Experience
- Visual model of the student experience
- Learning Outcomes

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.**”

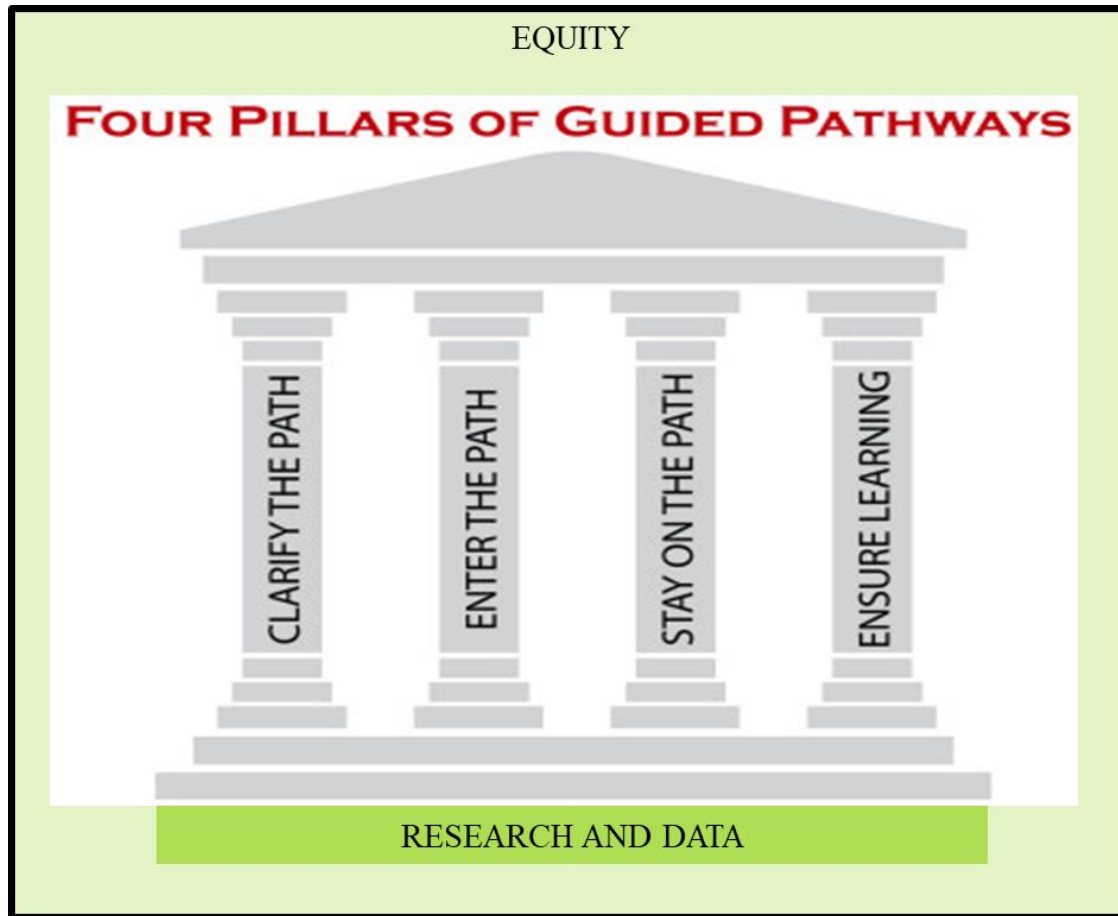
Joy, Chantal. "Integrated Advising Defined: Unraveling the Mystery." *Ontario Academic Advising Professionals*, Ontario Academic Advising Professionals, 5 Nov. 2014, oaap.ca/integrated-advising-defined-unravelling-mystery/. Accessed 12 Feb. 2018.

Vision Statement

We believe Integrated Advising is a **shared responsibility between professional staff, faculty, and students**. An integrated advising design will create a guided pathways-focused strategy that **clarifies student pathways, helps students make informed decisions to choose a pathway, lends holistic support to keep students on their pathway, and ensures students are learning along their pathway to their educational goals**.

Furthermore, **advising and communication** always follows the student's pathway; every student should be placed in an appropriate pathway upon entering the college and should be supported regularly to stay on their pathway, or make an informed and seamless pathway change.

Advising Within a Guided Pathways Framework



Advising Within a Guided Pathways Framework

Clarify the pathways

- Pathways extensions
- Creating and reviewing semester-by-semester course plans
- Web content re: pathways and The Schools @ MCC

Advising Within a Guided Pathways Framework

Help students get on the right pathway early

- Pathway and career exploration at application stage
- Pathways education early on
- Targeted programming and advisement for undeclared students

Advising Within a Guided Pathways Framework

Help students stay on their pathway

- Monitor student program choices and progress toward completing program requirements
- Regularly show students how far along they are in their programs and what they have left to do to complete them
- Identify when students are at risk of deviating from their program plans and intervene to get students back on track
- Schedule courses in a way that enables students to take courses when they need them, plan their lives around school from one term to the next, and complete their programs on time
- Help students learn to use campus and program-related technology tools

Advising Within a Guided Pathways Framework

Ensure students are learning

- Align program courses with labor market and transfer partner wants/needs
- Liberal Arts advisory boards
- MCC General Education Plan
- MCC's robust course and program evaluation process

Advising at MCC Includes:

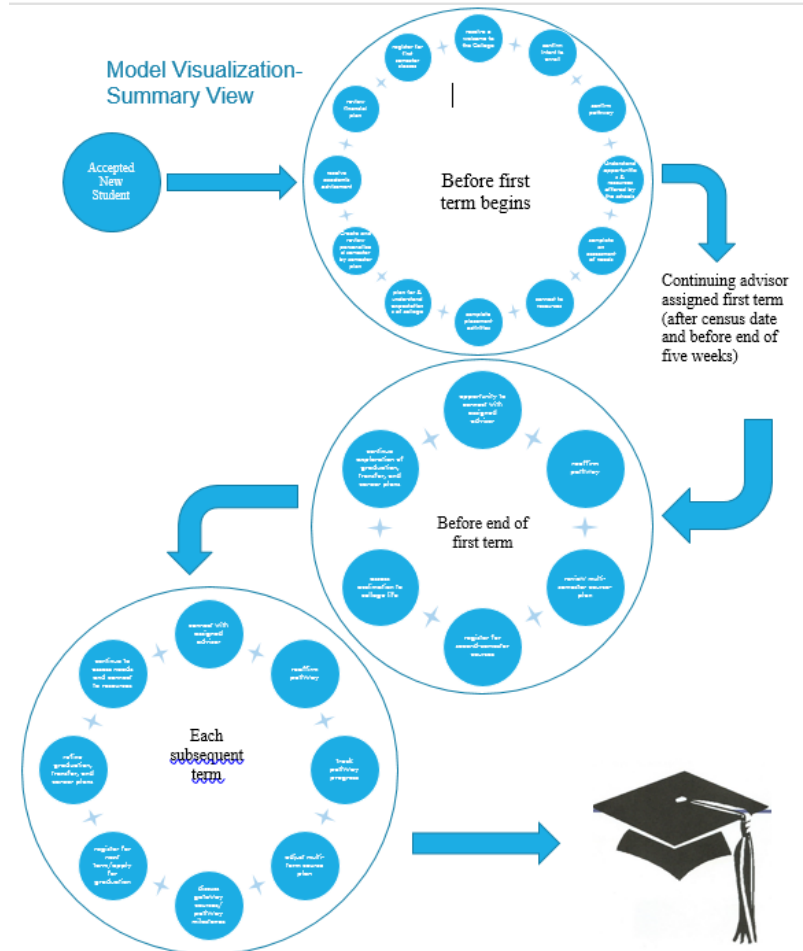
- Assisting students in creating a multi-semester academic plan
- Helping students choose a pathway
- Discussing career goals
- Making transfer plans
- Helping students acclimate to college life and college expectations
- Assessing student needs and connecting students to resources

This can be done through:

- Caseload advising
 - All advisor assignments/connections will be made based on pathway expertise
- New student advisement events
- Onboarding advising
- COS course assignment (per contractual guidelines)
- Advisement in centers

Student Advising Experience

- Primary contact for new students is Advising Center at each location.
- Professional Advisors are liaisons to Schools @ MCC and become advising experts in support of that school.
- At time of acceptance, students work with a professional advisor.
- During the first semester, students are assigned to a faculty advisor, in collaboration with Advisement and Transfer Services.
- Event-driven advising and flexible appointments for students who cannot make events for New Students is Primary.
- Flexible appointment-driven advising for Continuing Students



**Integrated Advising and Guided Pathways
share the same foundational goal:**

**Improving the
Student Experience
To Increase Student
Success**



Learning Outcomes

Students will:

- 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.



Our Process

Begin with the End in Mind

What is your college's vision for student success?

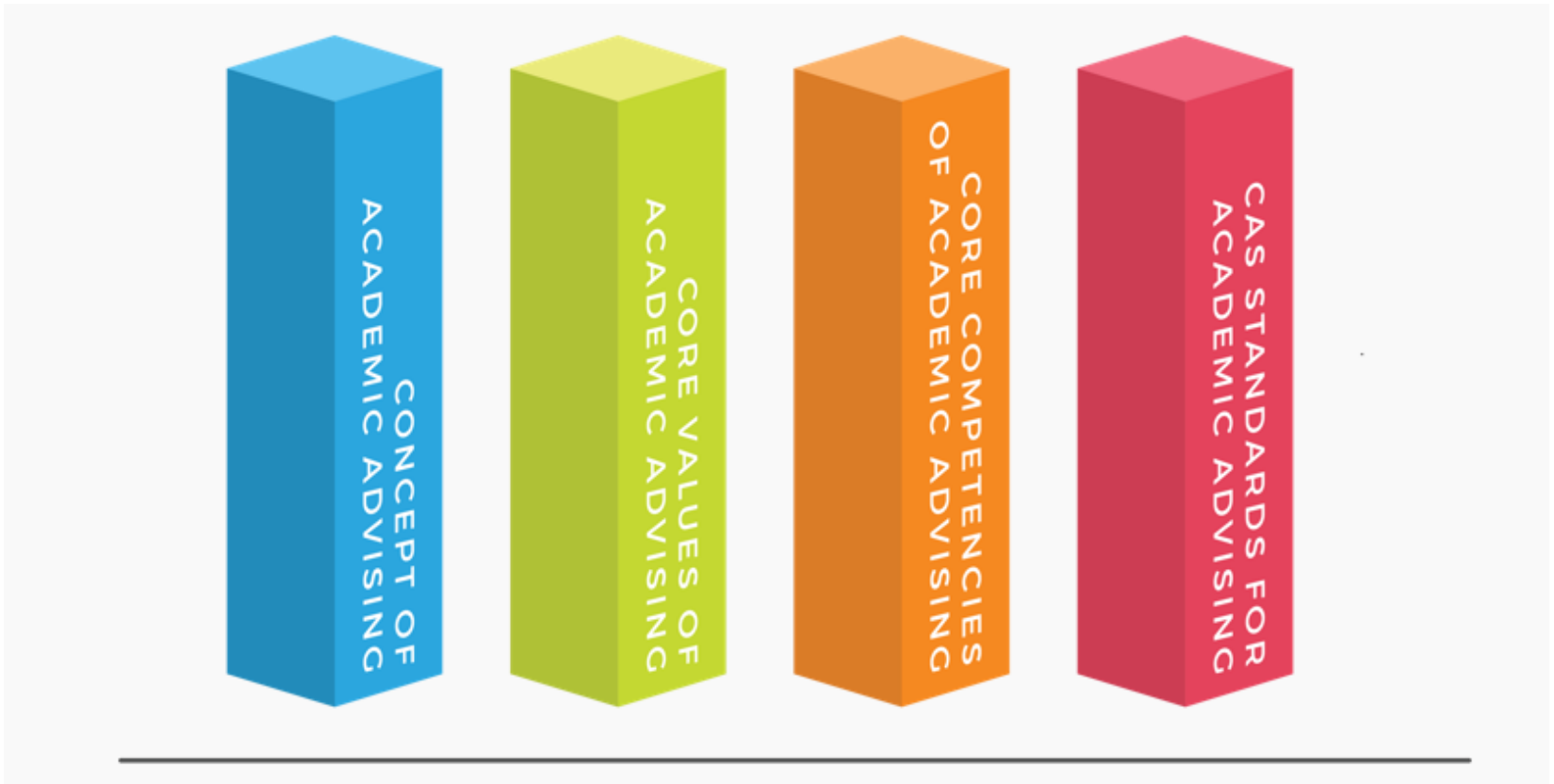
- Review college mission and vision statements
- Review core values
- What is currently working well
 - Advising Center Survey
 - CCSSE
 - SUNY Surveys
- What is the ideal state for student advising

Focus on the Student Advising Experience

As a result of advising, what do we want students to demonstrate that they:

- Know (cognitive student learning outcome)
- Are able to do (behavioral student learning outcome)
- Value and appreciate (affective student learning outcome)

NACADA Pillars of Academic Advising



Map the Advising Outcomes

Mapping of outcomes

- **The process of determining when, where and how the advising outcomes will be accomplished**
 - What should be learned (e.g., choose their pathway by gaining information regarding their education, career, financial and personal intentions)
 - Where it can be learned (e.g. advising sessions, orientation, or COS class)
 - When or by when should it be learned (e.g. by end of first term)

Bloom's Taxonomy



Review, Review, Review





Utilizing the Outcomes



Advising Checklists

Continuing Student Advising Checklist

Monroe Community College cares about providing students with the resources needed to succeed and excel. Advising should engage the student in an interactive discussion using open-ended questions that encourage the student to tell their story and, in doing so, help the student clarify their goals and outline a plan of action for meeting those goals. It is important that currently enrolled students meet with their assigned advisor to establish a relationship. As the assigned advisor gets to know the student better, advisement specific to the student's needs and life circumstances can be provided.

1. Begin the Advising Session

- Greet the student by name.
- Use an open-ended question to begin the conversation.

Helpful Questions

- I am so glad you came to see me. What can I help you with today?
- We have about __ minutes for this session. What are some items you'd like to make sure we discuss today?

2. Reaffirm Pathway and Career Goals

- Log in to Degree Works.
- Review the information on the student's Degree Works heading.
- Confirm that the pathway and program listed in Degree Works is correct and in agreement with their career goals. If the student would like assistance changing their pathway, refer them to the online major change form in Banner or to the Advisement Center if they need in person assistance. Encourage student to utilize Career Coach www.monroecc.edu/go/careercoach.

Helpful Questions

- Last time we met you talked about hoping to use your degree to pursue a career in _____. Is that still your plan?
- What have you learned about this pathway choice so far?
- Do you have any concerns about your pathway choice?
- Has anything changed this semester that might affect your pathway choice?
- Can you tell me what grade you think you are receiving in each of your courses?

3. Review Academic Plan



Student Advising Survey



MCC is conducting a survey focused on student advising and needs your help! Please take a few minutes to complete the following survey and share your experience with advising at MCC. Your answers will help MCC make improvements to our integrated advising model, which will benefit all students.

Thank you for your assistance.

Choosing a pathway

	Yes	No
Do you know what your pathway is?	<input type="radio"/>	<input type="radio"/>
Did you discuss your pathway with an admissions counselor?	<input type="radio"/>	<input type="radio"/>
Did you discuss your pathway with an advisor (faculty or staff)?	<input type="radio"/>	<input type="radio"/>
Did you read about pathway selection on the application?	<input type="radio"/>	<input type="radio"/>
Did you learn about pathway selection in a COS class?	<input type="radio"/>	<input type="radio"/>
Did you learn about pathway selection in a CDL class?	<input type="radio"/>	<input type="radio"/>
Did you learn about pathway selection at an event (advisement & registration event, new student orientation, admitted student day, open house)?	<input type="radio"/>	<input type="radio"/>
Did you learn about pathway selection somewhere else?		

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](#)

Schools Advising Module



Schools @ MCC

MONROE COMMUNITY COLLEGE

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 \(Website\)](#)

Recap

- **MCC's advising model and approach to advising**
- **Our journey to develop learning outcomes**
- **How the outcomes are helping us deliver a consistent advisement experience**

QUESTIONS?



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