

Questions for Consideration

# Show Me the Way

The Power of Advising  
in Community Colleges

2018 NATIONAL REPORT



# Questions for Colleges as They Consider Advising

Colleges should consider a range of issues as they assess their advising policies and practices. Colleges can use the questions below as a starting point for conversations among advisors, faculty, and the entire college community.

- 1. How does your college determine how many advisors it needs?** Are all credential- and transfer-seeking students advised every term? Is not advising them every term acceptable? Do 15-minute sessions once per term provide enough advising? If some students need to be advised more than once per term, does your college have the capacity to manage that need? What would it take to meet with all students for the necessary amount of time prior to each term?
- 2. Have expectations for advisors changed at your college in the past five years?** If so, has the college updated the advisors' job description? What training does your college offer advisors so that they are prepared for their current role?
- 3. Do advisors talk with students about their outside commitments?** Are advisors making sure students have the information they need to balance work, children, and other commitments with coursework?
- 4. Does your college's advising include early career exploration?** If so, is it for all students? If not, when does career exploration happen?
- 5. How are advisors talking to students about transfer?** Do your advisors ensure that students' courses will transfer to their institution of choice and into their program of choice at that institution?
- 6. Is advising consistent at your college?** Are students receiving consistent information from all advisors?
- 7. What is the faculty role in advising at your college?** How do faculty members view their role in advising? How do faculty and advisors share information?
- 8. How are advisors integrated into the classroom?** Are faculty members encouraged to bring advisors into their classrooms?
- 9. How are advisors monitoring student progress?** How often do they talk with students about their progress?
- 10. Is your college tracking data on advising and assessing student outcomes based on the data?** Is assessing advising services, and revamping them if necessary, part of your college's student success agenda?
- 11. Are some students receiving more comprehensive advising services than others?** What might disaggregated advising and engagement data reveal? Are you ensuring that students of color, for example, are being guided to programs of study that have high earning potential? If not, do advisors need training to ensure that they are intentional about avoiding bias? If different types of students are having different advising experiences, how can your college bring successful models to scale?
- 12. What do your students and advisors say about advising?** Consider holding focus groups to capture students' and advisors' thoughts. To download focus group guides to use with students or advisors, visit [www.cccse.org/nr2018](http://www.cccse.org/nr2018).

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[When I started college] I had no, really, footing. I just came in, took some classes and I was working full-time. . . . I never felt like I had direction. I never felt like anyone was there, had my back, or was helping shape me . . . at least giving me constructive feedback on what I needed to be doing to get where I wanted to go.

— STUDENT

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