



# Best Practices in Academic Advising of CCP Students

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# Agenda

- ▶ Overview of advising practices for CCP students at the University of Cincinnati
- ▶ Implications of advising (or lack of advising) that are universal to all CCP students' experiences
- ▶ Case studies from our advising experience
- ▶ Share challenges and best practices for advising to promote CCP students' in both the short and long term



# Advising CCP students at UC

- ▶ What is Advising anyway?
- ▶ NACADA (National Academic Advising Association)
  - ▶ "Advising is a process in which advisor and advisee enter a dynamic relationship respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment." (O'Banion, 1972)
  - ▶ "Academic advising is a planning process that helps students to approach their education in an organized and meaningful way. Advising brings together all of the major dynamics in a student's life." (Anderson, 1997)
  - ▶ "Academic advising is a collaborative relationship between a student and an academic advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are consistent with personal interests, values and abilities." (Crockett, 1987)



# Advising CCP students at UC

- ▶ Three campuses, three different advising strategies, data reflects 2018-2019 enrollment
  - ▶ UC Uptown/Main Campus
    - ▶ 201 on campus/online
    - ▶ 497 in high school students
    - ▶ Mandatory one on one, in-person advising
  - ▶ UC Blue Ash
    - ▶ 246 on campus/online
    - ▶ Mandatory one on one, in-person advising
  - ▶ UC Clermont
    - ▶ 570 on campus/online
    - ▶ 933 in high school
    - ▶ Orientation/group advising and one on one appointments by request



# Advising CCP students at UC

- ▶ Advising CCP Students and Why it is Important
  - ▶ Student burnout/overload (too many high school courses, AP courses, athletics, extra-curricular activities, jobs, senior year activities, college application season)
  - ▶ Emotional and academic maturity
  - ▶ College campus environment; large campus vs. smaller campus
  - ▶ AP vs. CCP



# Advising CCP students at UC

- ▶ Mandatory in-person advising for on-campus/online students
- ▶ E-Advising practices for in-high CCP participation
- ▶ Important items covered:
  - ▶ Risks and benefits of CCP program
  - ▶ First 15 Rule
  - ▶ UC specific on-campus/online responsibilities and course expectations
  - ▶ Student specific academic advising
  - ▶ Short term and long-term impact of CCP participation



# Advising CCP students at UC

- ▶ Advising Tools
  - ▶ Blackboard/Canvas
  - ▶ Starfish
  - ▶ College Email
  - ▶ Advising Guides



# Advising CCP Students at UC

- ▶ Advising Prospects who plan to attend UC vs. UC CCP students who plan to attend elsewhere
- ▶ Unofficial credit evaluation and high level program advising for non-UC CCP students who plan to attend UC their first year.
- ▶ [Transferology.com](https://www.transferology.com)



# Advising Implications

- ▶ Academic Performance
- ▶ Financial Aid



# Advising Implications

- ▶ Academic Performance

- ▶ Poor grades/GPA can have an impact down the road

- ▶ Can inhibit student's ability to be eligible for competitive academic programs
    - ▶ Can be detrimental if student plans to attend professional school post-college (Med School, Dental School, Law School, etc.)
    - ▶ Attempting rigorous science and math coursework too early in their academic career



# Advising Implications

- ▶ Financial Aid
  - ▶ Standards of Academic Progress (SAP)
    - ▶ GPA
      - ▶ Below a 2.0 GPA
    - ▶ Maximum Timeframe (1.5 times length of degree)
      - ▶ Too many attempted hours that are not degree applicable
      - ▶ 90 hours for Associate's degree
      - ▶ 180 hours for Bachelor's degree
  - ▶ Pace of Progress
    - ▶ Minimum completion of 67% of classes attempted
    - ▶ Too many withdrawals or failures



# Case Study #1: Pre-Med

- ▶ Jane Smith, CCP student who plans to apply for Medical School and wants to accelerate her undergraduate degree progress through CCP in order begin her medical career at a young age.
  - ▶ Impact
  - ▶ Data on Med School age averages
    - ▶ Average age is 26
    - ▶ Only one person at the age of 19 was accepted to Medical School (nationwide) this year.
  - ▶ Other factors involved to be considered a competitive candidate for Med School
  - ▶ Importance of allowing the undergraduate and Pre-Med track to prepare the student for their graduation next steps



# Case Study #2: Engineering

- ▶ John Smith, CCP student who plans to enroll in an Engineering degree program and the college/university of choice post graduation.
  - ▶ Student wants to "get ahead" in the program as much as possible under CCP or student who earned Associate's degree, wants Engineering at UC.
  - ▶ Choosing the correct math and sciences and the timing of those courses
  - ▶ Most Engineering courses are not eligible during CCP
  - ▶ Co-op
  - ▶ Lock step 5 year programs



# Best Practices Discussion

- ▶ What are challenges we face when advising CCP students?
  - ▶ Students don't have firm plans post high school graduation
  - ▶ Students don't know what they want to major in
  - ▶ So many students, so little time
  - ▶ Uncertainty regarding Financial Aid impact
  - ▶ Not knowing other institution's curricula to advise properly
  - ▶ Students don't want to take your advice
  - ▶ Students try to "do it all."



# Best Practices Discussion

- ▶ What are some best practices to help us overcome the challenge of advising CCP students?
  - ▶ Discuss general plans with students to help them narrow down options
  - ▶ Get creative when it comes to managing a large caseload
  - ▶ Create partnerships with other institutions or co-collaborative advising practice
  - ▶ Encourage students to reach out to institutions they might attend to determine degree applicability of CCP coursework
  - ▶ Be knowledgeable about financial aid policies





QUESTIONS?





Thank you



# Sources

<https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Definitions-of-academic-advising.aspx#targetText=Academic%20advising%20utilizes%20the%20resources,facilitates%20a%20successful%20academic%20experience.>

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