In recent years... colleges and universities have been working to become more intentional both about the purposes of education and about the practices that help today’s students succeed in college.

Peer Review, Toward Intentionality and Integration, Fall 2008, Carol Geary Schneider

More Educated Workers are Needed

- Economists predict that by 2018, America will be 3 million college-educated workers short to meet demand, but college graduation rates are flat.
- By 2018, 22 million new and replacement jobs will require some college.
- By 2018, 63 percent of all jobs will require at least some postsecondary education.
- US high school graduation rates have not improved in 40 years

Sources: Georgetown University Center on Education and the Workforce; AAC&U, College Learning for the New Global Century (2007); Lumina Foundation for Education.

White House Summit on Community Colleges
October 5, 2010

- Aspen Prize for Community College Excellence
- Gates Foundation: Completion by Design
- Skills for America’s Future

Of the 17.6M undergrads enrolled:
- 43% attend two-year institutions
- 37% are enrolled part-time
- 32% are working full-time
- 25% are over the age of 30
- 15% attend 4 year colleges & live on campus

Lumina’s big goal: To increase the proportion of Americans with high-quality degrees and credentials from the long-standing rate of 39% of adults with a 2 or 4 year degree to 60% by the year 2025.

From the Community College Inventory—a tool for promoting review, discussion, reflection.

Does our college have...

- a strong and systematic advising system that ensures that each student develops an academic plan?
- An advising process that stresses steps toward degree attainment?

Community College Inventory: Focus on student persistence, learning and attainment

Committee on Measures of Student Success final report (November 2011)


“Today we must prepare students for the challenges of changing careers and jobs five or six times in their lives. Of course, students need the skills to succeed in an initial job, but they also need the skills to cope with changes in the economy and the culture--skills to transition into their next job.”

Terry O'Banion
To What End?
Inside Higher Ed, August 16, 2010
The Global Community for Academic Advising

Essential Learning Outcomes

Adapted from College Learning for the New Global Century, Association of American Colleges and Universities, 2007, page 18, figure 5.

Liberal Education in the Twentieth Century

- intellectual and personal development
- an option for the fortunate few
- viewed as non-vocational
- through studies in arts and sciences disciplines ("the major") and/or through general education in the initial years of college
- liberal arts colleges or colleges of arts and sciences in larger institutions

Liberal Education in the Twenty-First Century

- intellectual and personal development
- essential for success in a global economy and informed citizenship
- through studies that emphasize the essential learning outcomes across the entire educational continuum—from school through college—at progressively advanced levels
- all schools: two-year colleges, private and public colleges and universities, as well as across all fields of study

Employers are raising the bar:

- 91% of employers say they are “asking employees to take on more responsibilities & to use a broader set of skills than in the past”
- 90% say that their “employees are expected to work harder to coordinate with other departments than in the past”
- 88% says that “challenges their employees face are more complex than they were in the past”
- 88% agree that “to succeed in their companies, employees need higher levels of learning & knowledge than they did in the past.”

Hart Research Associates 2010

Learning-centered advising...

☑ involves more than being “student-centered”; it’s not customer-service
☑ raises questions like, “What should students learn through advising? How might they learn this? Why is this learning important?”

“Perhaps the most urgent reform on most campuses in improving general education involves academic advising. To have programs and courses become coherent and significant to students requires adequate advising.”

Task Force on General Education
Association of American Colleges, 1988

Learning-centered advising...

☑ involves more than being “student-centered”; it’s not customer-service
☑ raises questions like, “What should students learn through advising? How might they learn this? Why is this learning important?”
focuses on enhancing students’ growth

• ability to **make connections** among courses and to integrate their learning
• ability to **articulate** the skills they are developing
• ability to **identify realistic goals**—and a pathway to achieve them
• enhancement of skills/habits of **self-assessment, self-reflection, decision-making**
• ability to **see connections** between their education and their life
• ability to **make sense of experiences** and make decisions about them

“A sentence here, a paragraph there, two minutes in the middle of a meeting, five minutes at the end of a conversation, three quick references in a presentation—collectively, these brief mentions can add up to a massive amount of useful communication, which is generally what is need to win over both hearts and minds.”

*Leading Change* by John Kotter, p. 95