Show Me the Way: The Power of Advising in Community Colleges, a national report the Center released in February 2018, illustrates that the advising experience is not the same for all students. In terms of structure, content, and intensity, advising varies—and student engagement changes based on this variation.

The report points to student athletes as a group of students who seem to have a qualitatively different experience than others in that they are more likely to experience a range of advising services that are associated with higher engagement.

Two other groups of students—those who are current or former members of the military and students who take or who have taken developmental courses—also experience some aspects of advising services differently than their peers.

Current or former members of the military are more likely to...

- Meet with an advisor before registering for classes each term (61% Military vs. 56% Non-Military)
- Have an advisor discuss when their next advising session should be (39% Military vs. 34% Non-Military)
- Have a first advising session lasting more than 30 minutes (21% Military vs. 15% Non-Military)
- Have an advisor help them choose a major or pathway of study before starting classes at the college (49% Military vs. 45% Non-Military)

“I’m assigned to the veteran services office, and we have our own dedicated advising staff. There were people that are specifically there to help me immediately. Even though I had no concept of college and what to expect, and it had been over 30 years since I had been in school, they really walked me through every step.”
### Developmental students are more likely to...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Developmental</th>
<th>Non-Developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have an advisor provide them information about support services</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>Be required to meet with an advisor before registering for classes for the current term</td>
<td>59%</td>
<td>52%</td>
</tr>
<tr>
<td>Have met with an advisor two or more times in the current term</td>
<td>59%</td>
<td>51%</td>
</tr>
<tr>
<td>Have an advisor talk with them about outside commitments (work, children, etc.) to determine how many courses to take</td>
<td>57%</td>
<td>50%</td>
</tr>
<tr>
<td>Have an advisor help them choose a major or pathway of study before starting classes at the college</td>
<td>50%</td>
<td>42%</td>
</tr>
<tr>
<td>Have an advisor discuss when their next advising session should be</td>
<td>40%</td>
<td>31%</td>
</tr>
</tbody>
</table>

“I cried on my first meeting with my advisor because they told me that I had to take four math classes because I was just so bad at math. . . . No matter how aggravated I was and upset I was, the advisor did all they [could] to make sure I . . . was good with what I needed. They helped me and gave me tissues to wipe my tears.”

For more information, please see [cccse.org/NR2018](http://cccse.org/NR2018)

Re-Engaging Data | April 2018  *Volume 2, Issue 1*  
Center for Community College Student Engagement

Program in Higher Education Leadership  
Department of Educational Leadership and Policy  
College of Education  
The University of Texas at Austin  
© 2018 Permission granted for unlimited copying with appropriate citation  
cccse.org