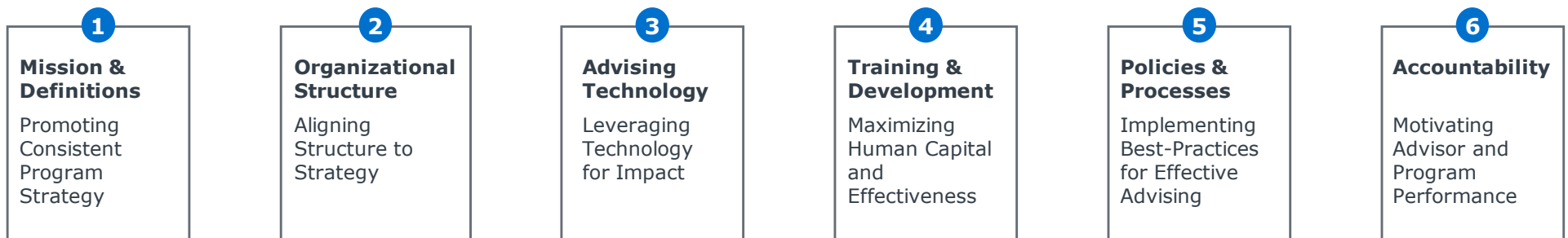# Advising Diagnostic

East Tennessee State University
October 24, 2019

Summary and Approach

EAB team members visited East Tennessee State University (ETSU) on July 30th and 31st for a two-day advising diagnostic. The purpose of this diagnostic was to review current advising performance and make recommendations for how to improve the model. The diagnostic included 14 sessions covering 50+ staff/students as well as a review of Navigate institution report data. Throughout the focus groups, discussions and process mapping EAB explored six key areas.

Six Areas of Evaluation

| **1**	**2**	**3**	**4**	**5**	**6**
Mission & Definitions	**Organizational Structure**	**Advising Technology**	**Training & Development**	**Policies & Processes**	**Accountability**
Promoting Consistent Program Strategy	Aligning Structure to Strategy	Leveraging Technology for Impact	Maximizing Human Capital and Effectiveness	Implementing Best-Practices for Effective Advising	Motivating Advisor and Program Performance

ETSU has a decentralized advising structure today with wide variations in names, roles, responsibilities, professional vs faculty training, reviews, metrics, etc. This high degree of autonomy allows colleges to leverage advisors as major and program experts in addition to "utility players" in their college. However, it also creates an inconsistent student experience in areas such as advising outreach, expectations of student responsibility and support services knowledge. Students will fall through the cracks in these situations. In this document you will see a summary of the current model/roles and a recommendation for a:

"Decentralized but Standardized" advising model that uses college based professional advisors for all credit hours supplemented by faculty mentors at 60+ credits.

This recommendation balances the need for college autonomy and knowledge while allowing ETSU students to more seamlessly navigate and partner with your resources across campus. To fully implement this approach it is recommended to launch a smaller advising task force to work through the specific details and standards.

Your Model Today

11 Different Advising Units with Different Roles and Processes
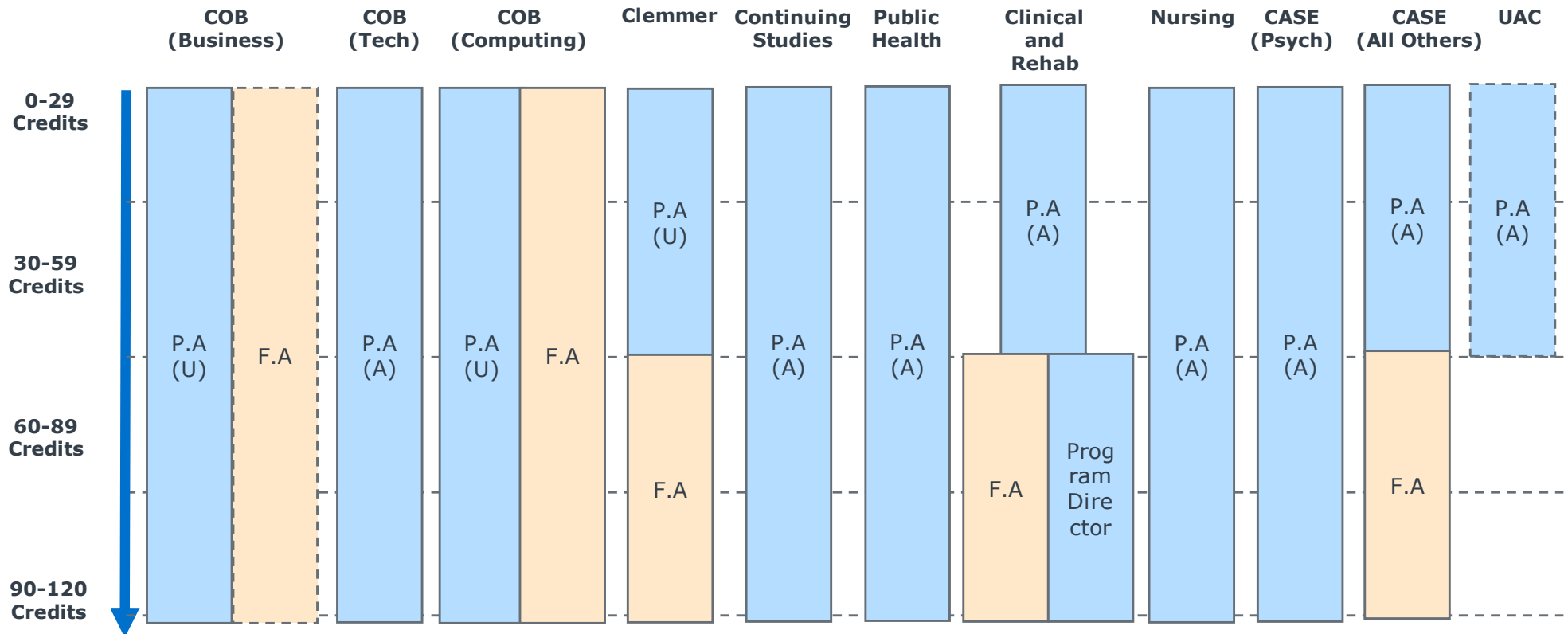
*High level representation only. Some departments have varying models, such as Clemmer that is based on when checklist is completed, or Environmental Health within Public Health that is Faculty Only

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Who Should I Go To For Help? 11 Units with 6 Different Names

Student Success Center	Center for Advisement & Student Excellence
Student Services	Center for CDS
Main office	University Advisement Center

LEGEND:
- P.A = Professional Advisor
- F.A = Faculty Advisor
- (U) = assigned as unit
- (A) = assigned to a name

Process and Structure Differences Across Academic Units (1 of 2)

|	COB (Business)	COB (Technology)	COB (Computing)	Clemmer College	Continuing Studies
Name	Advisement Center	Main office	Advisement Center	Student Services	Center for Continuing Studies
#Undergrad Advisors	3 P.A (and peer mentors too)	3 P.A (1 digital media and 2 in Tech)	2 P.A	3 P.A	2 P.A
Assignment	P.A assigned as unit	P.A assigned to individual students throughout all 4 years	P.A assigned as unit	P.A assigned as unit whereas F.A is variable (can be alphabet or informal)	P.A assigned and supports them throughout their time
Types of Appt	Primarily scheduled appointments except during peer mentoring season	Primarily scheduled appointments	Mixture of Drop-in and scheduled	Scheduled primarily (but 4-week registration drop-in)	Primarily scheduled appointments
Process & Ownership	P.A throughout all four years but an optional faculty advisor is assigned after they declare (~60 credits).\n\nTypically don't use holds after 60 hours.	P.A throughout all four years. Leverage holds throughout.	Officially P.A through 60 credits but often meet with students across all 4 years. A faculty advisor is required with an assigned name contact (and they own the advising hold). Leverage holds throughout.	For non-teaching – 0-59 supported by professional advisor and then 60+ is by faculty advisor.\n\nFor teaching – P.A until meet checkpoint and then F.A assigned (and notify student).\n\nDon't require advising holds after 60 credits.	Primary population is adult returners, General Studies athletes, online, and I.D.S students. 1 advisor supports primarily the online/athletics and the other supports the remaining students.

	Public Health	Clinical and Rehab	Nursing	A&S (CASE Other)	A&S (CASE Psychology)	UAC
Name	Student Services	Academic Advisement Center changing to "Student Success Center"	Student Services	Center for Advisement and Student Excellence	Center for Advisement and Student Excellence	University Advisement Center
#Undergrad Advisors	2 P.A	2 P.A & Director	4 P.A (1 is in Colorado) and peer mentors too	7 ¾ P.A (and peer mentors too). Does not include front desk workers.		5 P.A
Assignment	Assigned by majors	P.A assigned by major but cross trained to support. Faculty advisors assigned by alphabet	Assigned based on type like HPNU, in major (K&S versus other)	P.A assigned by majors; faculty assignment is varied whether alphabet, week, group walk-in, etc.)	P.A assigned by majors	On request/as available
Types of Appt	Primarily scheduled appointments	Primarily scheduled appointments	Primarily scheduled but drop-ins supported	Primarily scheduled appointments	Primarily scheduled appointments	Primarily scheduled appointments but drop-ins allowed
Process & Ownership	P.A. for non environmental health. Faculty advisors throughout for Environmental Health.	P.A. for 0-59 and then program director does advising for CPS, DH, RS and Nutrition while faculty does for RHS and SW.\n\nLeverage holds for 0-59 credits and variable outside of that timeframe.	Professional Advisors throughout with no faculty advisors	P.A sees 0-59 credits (although still see returning students) and then F.A for 60+ (with inconsistent faculty assignments).\n\nLeverage holds throughout.	P.A sees students from 0 to Graduation and holds leveraged throughout	Support undeclared, learning support, dual-enrollment and non-degree

Professional Advisors Serving as "Generalists" Too

Decentralized nature of advising means advisors have inherited other departmental activities. Substantial portion of time appears to be involved in recruitment activities.

Primary Focus Areas for Next-Generation Student Success Advisors

- Registration
- Financial Well-Being
- Student Success
- Career Preparation
- Academic Performance
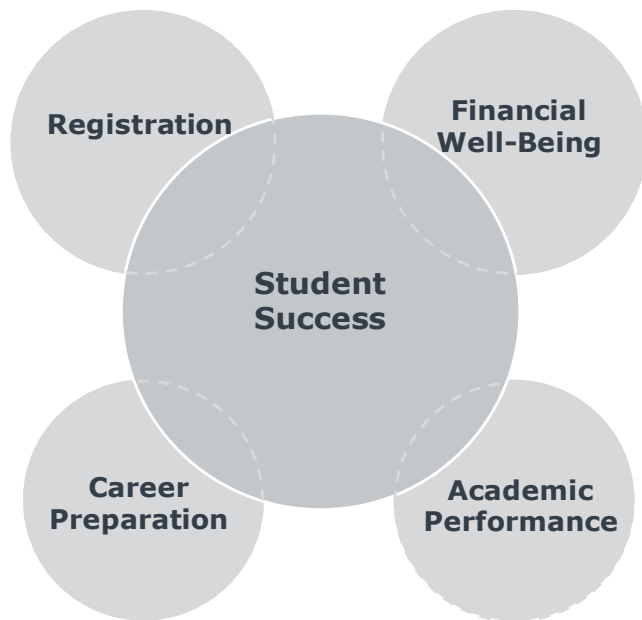
Examples of Most Common Activities Performed by ETSU Professional Advisors

- Assist students with plans
- Proactive outreach to students
- Refer students to other offices
- Respond to early alerts
- Assist students with career planning

Academic Advising

Tasks performed by advisors directly impact student retention and graduation in the college

- Support student recruitment events
- Perform evaluation of applications
- Manage Marketing and Social Media
- Manage research contracts/grants
- Develop information content
- Maintain specific policies
- Perform Teaching Activities
- "Dean Designee"
- Serve on college committees

Generalist Tasks

Variable by college for "other duties as assigned" Centralization of advising reporting lines/funding would leave academic unit without anyone responsible. Recruitment is more a part of advisor time commitment at ETSU than most other universities.

Advising Assessment Summary

EAB assessment following 2-day diagnostic onsite

Six Areas of Evaluation		STRONG	SUFFICIENT	WEAK	Supporting Commentary
Mission & Definitions	Does our advising program clearly articulate and communicate its mission and roles?	0	3	4	While some good documentation exists on what advising should entail (including student responsibilities), it is not consistently adhered to and followed by all academic units.
Organizational Structure	Are we organized appropriately to support our students and achieve our goals?	0	5	5	Professionalized advising and Faculty resources are available across campus with established facilities/locations, however the opportunity exists for ETSU to determine how these functions all work together to support the student and their experience at ETSU. An alignment of the advisor role and reorganization of current resources is needed to get the most value from them. Centralized role of advisement exists but lacks the authority to ensure standard practices.
Advising Technology	Are we maximizing our use of technology to improve the way we support students?	0	3	3	There are multiple technologies used across the different departments to support advising activities but to varying degrees. Streamlining and standardizing practices to support appointment scheduling, referral processes, caseload management, and communication with students will support coordination of care for students amongst the different areas on campus.
Training & Development	Does our program enable faculty and staff to provide the best student service possible?	1	5	1	The University Student Advisement Office has great beginning of standard training and supports being the source of truth for advising questions. Beyond this informal structure, each department has a different approach to training/onboarding with some stronger than others. Following role clarification, there will be opportunity to standardize training and support across campus to ensure each staff member is able to consistently support ETSU students.
Policies & Processes	Do we have practices, policies, and processes that promote the highest quality advising?	1	4	4	The current advising structure means that despite areas of strong performance, like career advising and in-depth knowledge of major curriculum, there is an inconsistent approach across campus. A clear area of opportunity is referral management as the support services are clearly defined, but the hand off to them could be improved. Advising holds are widely used to support appointments, however inconsistent advising hours and availability create an unnecessary barrier to students.
Accountability	Do we have structures in place to instill accountability and drive the program toward better outcomes?	1	1	7	Different levels of advising don't truly exist, which makes it a challenge to reward and recognize individuals. Therefore, even with the potential to use more metrics to demonstrate performance and impact, there does not appear to be a clear ability to move individuals up advising tiers. An organizational change in this area will be a good prompt for ETSU to define the overall advising metrics that matter most across campus.
Overall		3	21	24	

See Appendix for breakdown of scores

The Imperative for Consistent Student Experience

We heard feedback from several campus groups asking "Why make any changes at all?". Common refrain was "it works for us" and "advising isn't the problem". We must therefore reinforce 1. why siloed approaches hurt the student and 2. that advising isn't the problem, but instead reiterate it is a key part to solution.

Your Students

~61%
Of graduating students had a major change at some point*

~54%
Of major switches occurring between colleges**

~53%
Occur in first 2 calendar years**

Most common college switches are:

- ~19% Between College of Arts & Sciences to/from College of Business and Technology

- ~12% Between College of Arts & Sciences to/from Clemmer College of Education

Academically Qualified Successful Students Stopping Out*:

- Students who stop out do so with average of ~30 earned institutional credits and ~2.0 GPA

- For those students with 15 or more earned credits 73% were above 2.0 GPA when they stopped out

Focusing on the Student-Centered Advising Experience

Students experience vastly different advising across campus including:

- Different people

- Different assignments

- Different roles

- Different approaches

- Different advice
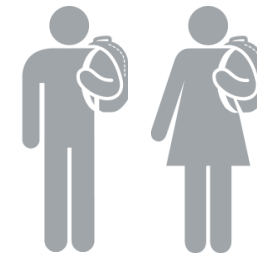
All of this can be inefficient for both staff and students. It provides staff with duplication of work, and students with a confusing transition experience. We want to provide consistent experience, direction and availability for students while also maintaining the college-specific knowledge that allows advisors to effectively serve them.

Given many stop outs are still academically eligible, the role of the advisor as the holistic student success advisor is even more critical.

""Once you know who to talk to or how to use the system, it's fine. But at the beginning it was hard to get the help I needed"

"They're cranking so many people through (1.5 hour line out of the door) and so they say here's what you need and go"

"Tricky because people get their first advising from usually at UAC or CASE and they are confusing to differentiate"

"Sometimes if you're not helping yourself, it's hard to find help"

"Reaching out to advisors/professors on your own is difficult and pushes some students away because they're not willing to do it"

- Student Focus Group Attendees

*Based on Institution Reports data using first term of Fall 2008 to Spring 2011. And last term was 2016 or earlier

**Based on Institution Reports data using any major switches in 2013, 2014, 2015

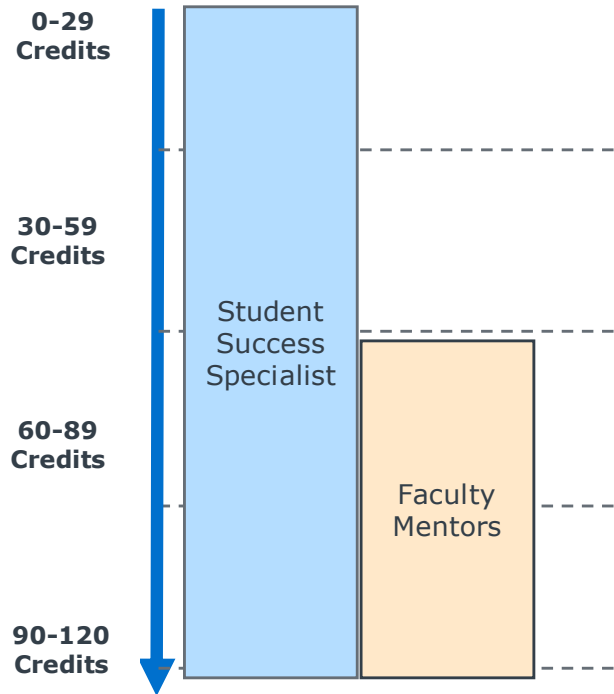# Key Considerations in Building Your Recommendation

Key Considerations for ETSU's Advising Model and Program

1   Account for impact new budget model has on the colleges and the degree of autonomy/control (strong aversion to "centralization") that they desire over advising unit

2   Ensure consistent expectations of advising role (including metrics/promotions/hiring), technology used and consistent language for advising offices across campus

3   Maintain expertise within the advising units of their respective programs to ensure close connection with the college as it is "absolutely vital to the culture of the college"

4   Account for the abundance of additional tasks ("utility players") like recruitment that fall heavily on the advising role

5   Establish clear role for Faculty in supporting student success at ETSU

6   Ensure any solution (especially if decentralized) has "teeth" behind implementing further standardization

7   Consider that space restrictions prevent a central location for advising and that the ability to add any additional advising staff may be limited
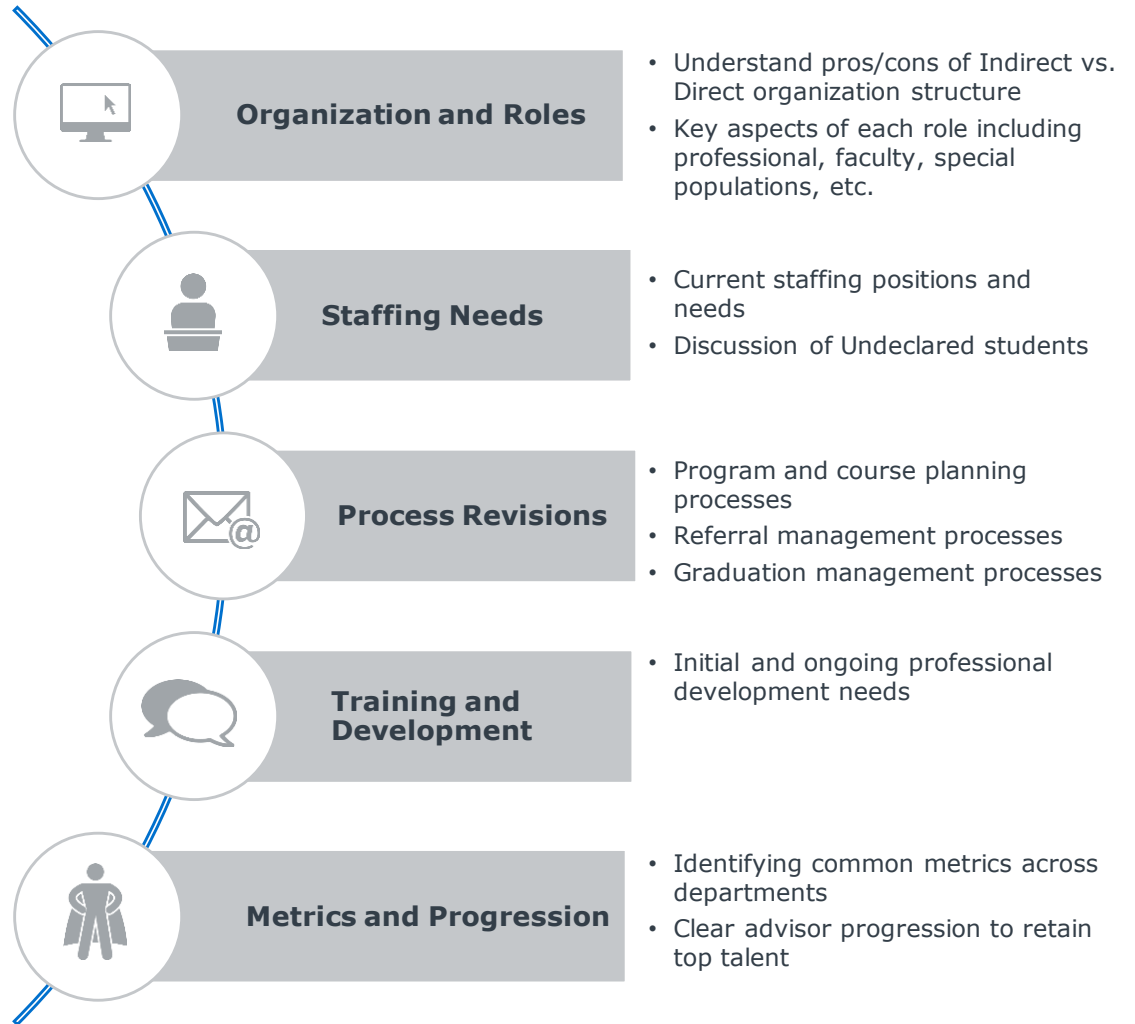
New Model Recommendation

Establishing a consistent advising model across campus

Developing a "Student Success Center" in Each College

Credits	
0-29 Credits	
30-59 Credits	Student Success Specialist
60-89 Credits	Faculty Mentors
90-120 Credits	

"Student Success Help Desk" (name TBD) in the CULP Center will be added as a one-stop student success triage point

Drilling Into More Details on Subsequent Pages

Organization and Roles
- Understand pros/cons of Indirect vs. Direct organization structure
- Key aspects of each role including professional, faculty, special populations, etc.

Staffing Needs
- Current staffing positions and needs
- Discussion of Undeclared students

Process Revisions
- Program and course planning processes
- Referral management processes
- Graduation management processes

Training and Development
- Initial and ongoing professional development needs

Metrics and Progression
- Identifying common metrics across departments
- Clear advisor progression to retain top talent

Developing the Organizational Structure

Managing an **Indirect** Advising Reporting Relationship

Indirect Reporting of Advisors

Vice President for Student Life and Enrollment*

Colleges

Executive Director of University Advisement** - - - - - - - - **Advisors**

Student Success
Help Desk & Peer Mentoring

- Support Help Desk
- Peer mentoring

Special Population Advising 1

- Pre-med
- Learning Support
- ETSU Kingsport and Feeder
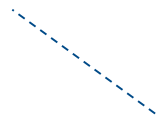
Special Population Advising 2

- Athletics
- Honors
- ROAN scholars
- TRIO
- Veterans
- International
- ROTC
- Multicultural

We recommend separately exploring how you could collapse some of these programs under common leadership (or some under special population advising 1) to better leverage the distinct unit staffing and skills

Pros and Cons

Pros:

- Easier cultural changes for Academic Units (and more buy-in potential)
- Advisor continues to be located within academic units
- Advisor continues clear connection to academic unit for curriculum and policy decisions to support students (also gives some flex time to support department)

Cons:

- Structure for consistent advising role and professional development can be harder to enforce (thus requires strong agreement of those standards and the punitive actions for not following)
- Utility activities can be unbalanced by unit

*Consider changing title to "Vice President for Student Success and Access" or "Vice President for Student Success and Enrollment"

**You could expand this role further to be the Executive Director of Student Success which would then allow for a Director of Advisement underneath too

11

What's in it for the College?

Building a mutually beneficial advising partnership agreement

Elements of Your Advising Partnership Agreement

- ✓ 100% Professional Advisor all 4 Years
- ✓ University-wide role definition for Professional Advisor and Faculty Advisor
- ✓ University-wide advising agreement on use of technology and subsequent processes (notes, scheduling, referrals, etc.)
- ✓ University-wide advisor levels (salary, promotion procedures, etc.) including centralized performance and promotion decisions
- ✓ University-wide expectations and processes for advisors including communication with students, intervention calendars, etc.
- ✓ University-wide commitment to advising hours and availability
- ✓ College advisors have 10% of time allocated to central office for professional development and that time is considered mandatory
- ✓ University-wide commitment to <10% of time on non-student success related activities
- ✓ University-wide advising hold agreement (i.e. which populations, at what time, by whom)
- ✓ All assignments are documented and located in SIS

The Gray Area (To Be Determined)

- • Discretion over scheduled vs. drop-in appointment preference
- • Discretion over the requirement to assign to each student versus having advising units for professional advisors.
- • Discretion over whether able to split professional advisors to have some focus on early years versus later years within the academic unit

▶

What are the benefits to the college?

- - A few new resources to allow for 100% professional advisors
- - Benefits of the CULP Student Success Help Desk
- - All students will now start in a college even as undeclared. Students will make a "meta major" decision which will dictate their college. This provides more enrollment to the college.
- - College-specific location for advisors and college-specific advisor knowledge will be maintained
- - Colleges not responsible for training/professional development of advising
- - Campus-wide peer mentoring program
- - Shared practices from across colleges
- - Improved outcomes for students!

Establishing Distinct Roles and Responsibilities

Outline of the high-level activities to be performed by the various individuals

Reference	Primary Role
Executive Director of University Advisement	• The Executive Director of University Advisement is responsible for overseeing the complete campus advising strategy, and through the partnership agreement has the power to enforce consistent advising and student success practices. Individual will also oversee special population advisors (as applicable), as well as the Student Success Help Desk (the triage point for student success related questions). • The Executive Director of University Advisement will continue to guide the programs in support of students as today (orientation, committees, FYE, etc.) • Develop and oversee campus-wide peer mentoring program
Student Success Specialist (i.e. former Professional Advisor)	• All professional advisors will be Student Success Specialists and partner with students throughout their time at ETSU. The use of "Student Success" in their title highlights the distinct nature of their role and ensures students understand the purpose of this role in any college. Per the model/org chart they will continue to be located in the colleges and support the unit, but will be given a more standard set of expectations and approaches for their work that must be followed. ETSU must limit amount of recruitment in their role as an aspect of your under review enrollment strategy.
Faculty Mentor (i.e. former faculty advisor)	• Faculty mentors will be assigned in the SIS at 60+ credits. It will be required to have at least one faculty mentor meeting to establish potential areas of support (will not be through use of HOLD but instead monitored by Executive Director of Advisement). The role of the faculty mentor is to provide career/professional guidance in support of student (grad programs, internships, course considerations) but does not require providing academic advice. • Faculty mentors will no longer require the ability to remove advising holds.
Special Population "Advisor"	• These advisors will continue to provide support to students as today, however, will be held to the same process and technology standards as the college professional advisors. It is also recommended that each of these individuals be referred to with "advisor" or "program specialist/coordinator" with consistency to highlight difference between them and the campus professional advisor. For example, a Student Success Specialist position exists in the library today. With the new model, this person would be your Honors program specialist or your Honors advisor.
Student Success Help Desk	• Centralized help desk for helping to guide and direct students. This group should be made available in online chat/text messaging as well. Example questions would include: Who is my X? I need to schedule an appointment? What kind of resources for X? When is X starting? Where can I find X? As later discussed this role could be filled through mixture of existing front desk staff and graduate assistants.

Preliminary Staffing Assumptions

Making the Move to 100% Professional Advisors for all Years in all colleges

34* / ~10.6K = 312

Professional Advisors | Undergraduate Enrolled Students | Current Total Ratio if ALL Students covered across all years

	COB (Bus)	COB (Tech	COB (Comp)	Clemmer College	Continuing Studies	Public Health	Clinical & Rehab	Nursing	CASE	UAC
Number Undergrads Today	~2400			~1200	~300	~550	~630	~1700	~3350	~400 undeclared
Advisors Today	3	3	2	3	2	2	2	4	7.75	5***
Assumed Undergrads if Undeclared by College	~2550			~1300	~300	~550	~630	~1700	~3500	N/A
Ratio	~1:320			~1:433	~1:150	~1:275	~1:315	~1:425	~1:451	N/A
Recommended use of the 5 UAC								1	2	N/A
New Ratio	1:320			~1:433	~1:150	~1:275	~1:315	~1:340	~1:360	N/A

Where do our undeclared first go?**

- 38% College of Arts and Sciences
- 25% College of Business & Technology
- 19% Clemmer College
- 5% College pf Public Health/ 5% College of Nursing
- 6% College of Clinical & Rehab/ 2% School of Continuing Studies

Need to have an "undeclared" by college option for all students that must be selected upon admission. Please note that undeclared already exists as option in College of Business and Tech & Clemmer College

Other Staffing Needs

Staffing a Student Success Help Center/Desk

- Consider leveraging the front desk from CASE/UAC (3+)
- Leverage G.As, student workers and other miscellaneous advising staff

With use of some UAC advisors across colleges to offset undeclared and allow for professional all 4 years, support is still needed to support Pre-Med, Dual Enrollment, Learning Support

- Pre-med "Advisor" includes 2.5 advisors today plus an open position
- Learning support/dual-enrollment "Advisor" : assign the open pre-med advisor here and the 2 remaining UAC positions

*Excludes any non UAC special population advisors and front desk staff/program directors
**Based on Institution Reports data using any major switches in 2013, 2014, 2015
***Also support learning support, dual enrollment

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Process and Policy: Course and Academic Planning (1 of 2)

Outlining the current course planning activities
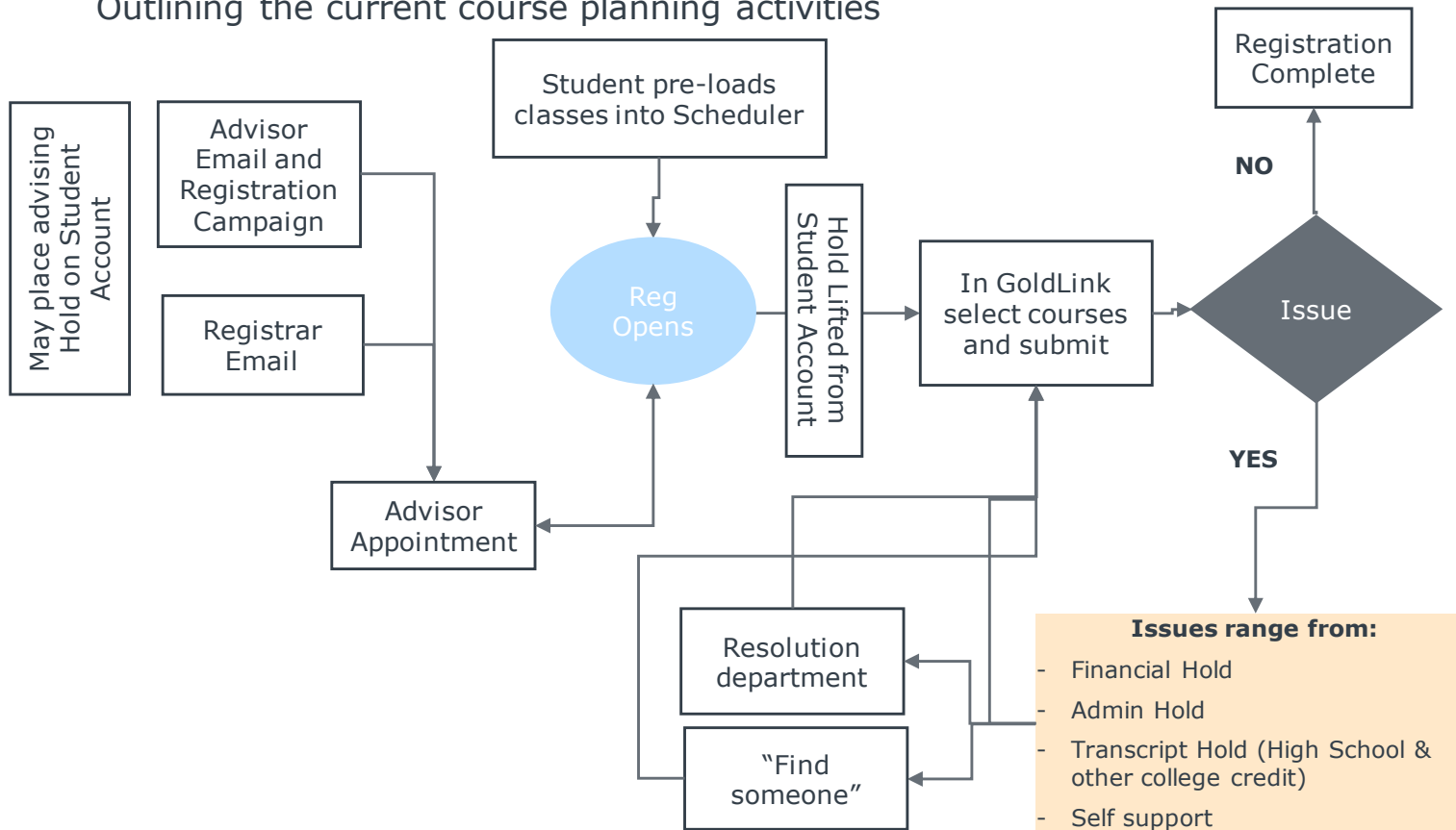
May place advising Hold on Student Account

Advisor Email and Registration Campaign

Registrar Email

Student pre-loads classes into Scheduler

Reg Opens

Hold Lifted from Student Account

In GoldLink select courses and submit

Registration Complete

Issue

NO

YES

Advisor Appointment

Resolution department

"Find someone"

Issues range from:
- Financial Hold
- Admin Hold
- Transcript Hold (High School & other college credit)
- Self support

Process Additional Details

- Some advisors are tracking students they have met with in Excel, since they might be front loading September appointments and hold isn't always on account to lift yet.

- Students who want to change majors are referred to intended advisor during peak registration to discuss changing majors

- Before registration it is possible to preselect courses and put in shopping cart (variably used)

- Holds are visible in GoldLink (not always clear what they are for), but not required to review and take action on before registering – variable advising hold for students after 60+ hours, but required for before 60 hours

- Students select courses based on guidance from checklists, roadmaps, advisor conversations, catalog, etc.

- First-time students who complete online Orientation in August are part of Launch list for high urgent outreach to have them self-register correctly

REPEAT and FRESH START POLICIES

- Can take course multiple times (except certain courses). The 3rd attempt on any course counts.

- Fresh start program does exist.

Process and Policy: Course and Academic Planning (2 of 2)

Managing inefficiencies and barriers to success in the course and planning process

"Sometimes if you're not helping yourself, it's hard to find help. I've never had a professor who I sought out not want to help me. But it's not like I'll have a professor reach out to me proactively and say that I got a bad grade and I should come in."

"Have email contact with advisor on a regular basis, meet once a semester, important for me to stay on top of it because I am a transfer student and I am graduating early."

Student Focus Group Attendees

Key Recommendations
Proactive email/notifications to students about pending holds on their account prior to registration opening (and limit number of last-minute holds).
Review all holds for appropriateness (especially given the psychological impact of holds on under-represented populations) and clearly articulate hold definitions and hold removal activities for students.
Review process of advisors being able to track who they have had advising appointments with to support easier hold removal for frontloaded advising appointments.
Re-evaluate process for how students can withdraw from a course. The sign-off activities are likely more burdensome, but should be a gateway before students can submit withdraw. See next item.
Develop training materials/videos for students to understand implications of dropping or withdrawing from a course.
Develop updated roadmaps for all programs on campus for loading into new academic planning tool. Roadmaps should incorporate ideal sequence for general education and major requirements.
Review the transcript evaluation process – provide clearer timelines and advisor access to see where transcripts are in the process.

Process Area Technology: Resource Referral Management

Resources across campus are relatively centralized and accessible, however, the challenge is ensuring students reach and leverage those resources as it can often be intimidating to seek them out.

Identifying Most Common Interventions Supporting Students As Outlined by Staff

Managed by Advisor
1. Course Planning
2. Career Planning
3. Major Exploration
4. Course Support
5. Coaching (Study skills and Time Management)
6. Positive Reinforcement
7. Hold Support

Most Commonly Referred Outside of Advisor
1. Tutoring
2. Counseling
3. Financial Issues
4. Tech Troubleshooting
5. Student Health
6. Campus Engagement
7. Community/Student Need Resources

Certain College Specific Managed Items
1. Course Substitutions
2. Course Permits
3. Application

Referral Methods to Various Resources Across Campus to Serve Student

Tutoring – Send email, call, alert, schedule

Counseling – Provide information, walk over, CARE reports

BURSAR – Direct to them

Financial – Online scheduling or contact counselor

Scholarship – Phone or information

Campus Engagement – Information or Emails

Student Health/ Disabilities - Information

Student Need – Information/Direct to Student Success Specialist

AREAS OF OPPORTUNITY

- Staff noted that most referrals are done via personal connections or left to student to ensure occurs
- Minimal closing the loop on the outcome of the intervention occur and interventions aren't monitored for effectiveness
- Staff noted different appointment scheduling tools across campus, thus hard to know how to support direct appointments for students to support the referral process

Key Recommendations

Build out the referral case management portion of Navigate to monitor the hand-offs from various units and ensure tracked

Build out Appointment Scheduling in Navigate to support referral appointments and consistency of scheduling across departments

Policy and Process: Graduation Management

Eliminating administrative process hurdles that can add time and stress to graduation

Typical Graduation Application Process – Timeline Varies
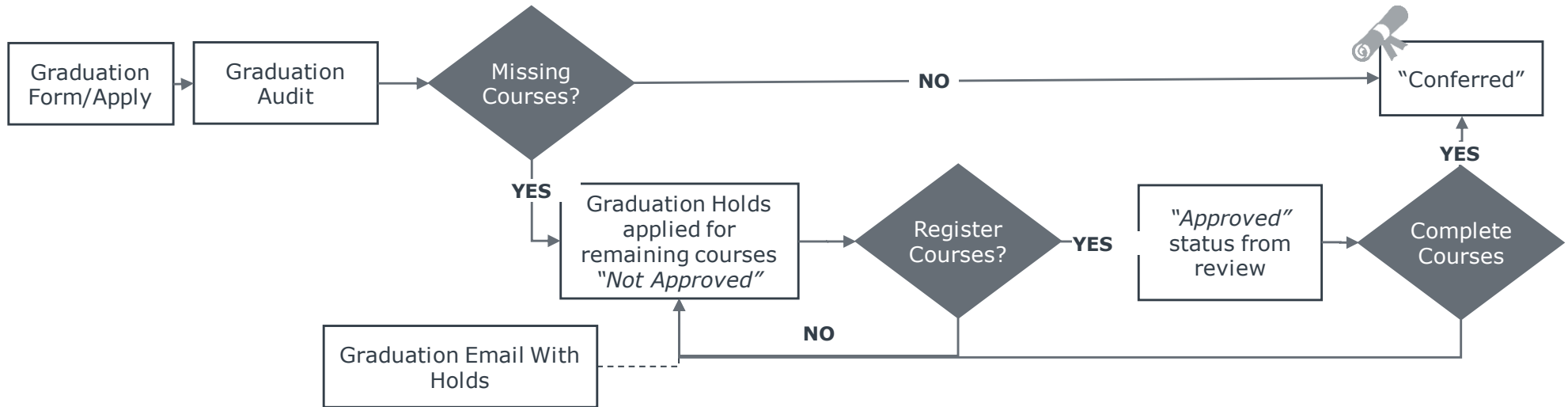
Process Additional Details

- Students with at least 90 credit hours, who are active, and haven't yet applied for graduation receive email from Graduation Office
- Students who meet with professional advisor 0-120 credits, typically have graduation plan meeting around 90 credits
- Student applies via form that is sent to Graduation Office (no cost)
- Graduation Office has an analyst assigned to each major
  - Could take anywhere from a few weeks to over a month to receive next steps/evaluation
  - Graduation office periodically removing holds upon completion of courses
  - Graduation office may pull and send out graduation audit list
- Upon successful review, students receive an automated email telling not approved to graduate and holds for remaining classes, degree requirements, GPA, etc. are put on student account in Goldlink.

Key Recommendations

Perform standard 90 credit check on all students for graduation eligibility PRIOR to emailing them about graduation application. This can be augmented by having an estimated graduation term entered into SIS (and flow into Navigate)

Provide Advisors with email sent from Graduation Office to students to help support same communication to graduation

Review language in graduation email with holds to ensure it is student-friendly and clearly articulates next steps

Training & Development

Empowering Staff with the Right Skills and Resources

Onboarding and Development For Professional Advisors

Current onboarding and development today is highly variable depending on the department and expected role of an advisor in each department; however, elements of great onboarding and development exist with three introduction courses that are required for professional advisors and University Student Advisement as a resource for advisors.

Recommendations:

- Require recurring advisor training to provide peer networking opportunities and a forum for shared practices and professional development

- Coordinated Care Network and knowledge sharing between all advisors

- Share wins qualitative and quantitative broadly to highlight the importance of the advising work

- Provide a universal $$ pot for funding professional development opportunities (like NACADA)
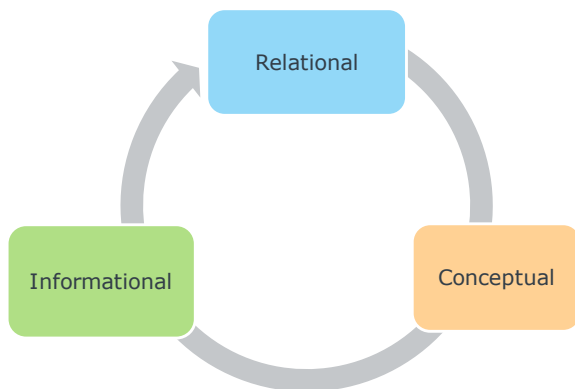
NACADA's CORE COMPETENCIES

Training and Expectations for Faculty Mentors

Faculty Advisors expressed not having all the right tools and support to guide students. Faculty feel farther from the student when there isn't a defined role or purpose for their expertise. Providing students with the clear role of faculty in their student experience will be critical to faculty engaging with students beyond the classroom.

Recommendations:

- Engage faculty in training professional advisors on curriculum maps to grow relationships and trust between colleagues

- Faculty share "not in the catalog" curricular highlights and pointers

- Provide faculty with technology training to support Coordinated Care Network and knowledge sharing

- Define faculty mentor role in the recruitment expectations of each department
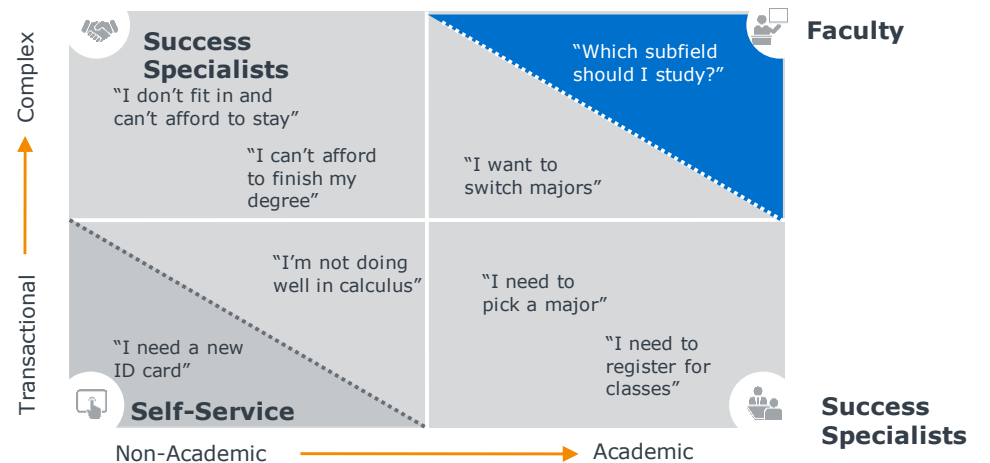
"Students tell us we are their 3rd or 4th advisor. Students want to be with one advisor when they are here."
- Faculty Advisor Focus Group

Accountability: Advisor Metrics and Progression

Model adjustments provide unique opportunity to re-evaluate how to manage advisor performance and advance their professional development.

Performance Metrics

Performance reviews and metrics are inconsistent and lacking across campus. Opportunity exists to identify metrics that drive advisor behavior and more regularly review

Recommendation:
- Consider subset of the following performance metrics for advisors with their assigned population
- Executive Director of Advising should regularly provide performance to all colleges

Advisor-Student Contacts

% response rate to emails

# of advising appointments

# of interventions based on early alerts

Student Actions

% of students submitting a degree plan

% of students declaring a major on time

% of targeted students attending tutoring

Student Progress & Outcomes

% of students improving their GPA

% credits earned (vs. credits attempted)

% of students registering for the next term

% of caseload persisting to the next term

Career Progression

Inconsistency in levels, role and pay. Will require review with human resources to determine feasibility but would be a major recognition for advising to have a common career ladder and performance expectations.

Recommendation:
- Develop a professional career ladder for advisors based on performance
- Centralized promotion and hiring decisions to ensure equitability

Managerial

Student-Facing

Director

Associate Director

Assistant Director (or Senior Specialist)

Success Specialist (May Incl. Specialist I, II, III, IV)
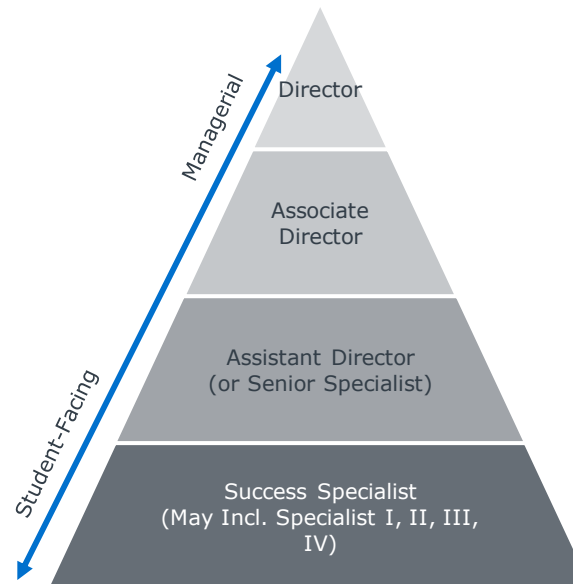
Guidelines for Metrics

- Visible to advisors on daily or weekly basis
  Tracked in Navigate or a central spreadsheet

- Short Cycle – can be inflected within a semester

- Appropriate Altitude – *Tied to student success but still within advisors' control*

What Good Career Ladders Have in Common:

- Potential for career advancement (signal value more important than large salary increases)

- Tied to competencies and performance metrics, not tenure

- Each step adds new responsibilities (e.g., leading training, participating in working groups, mentoring or managing peers)

- Next step feels attainable (advisors could see promotion every 2-4 years)

Appendix

Mission & Definitions Scoring Breakdown

Promoting Consistent Program Strategy

	Program Attribute	Grade		
1	Maintains consensual, documented, university-wide definitions of: effective advising, the advising program mission, and student learning outcomes for advising	❑ Strong	❑ Sufficient	✔ Weak
2	Maintains advisor role definitions that are standardized as much as possible and specify advisor responsibilities and performance expectations	❑ Strong	❑ Sufficient	✔ Weak
3	Specifically includes student outcomes (e.g., % of students who register for the next term, % students who submit a degree plan) and student success responsibilities in advisor role definitions	❑ Strong	❑ Sufficient	✔ Weak
4	Sets goals and implements strategies to specifically address achievement gaps between student populations	❑ Strong	✔ Sufficient	❑ Weak
5	Provides clear and accessible information on the advising program (e.g., mission, locations, hours, services, contacts) to all campus constituents	❑ Strong	✔ Sufficient	❑ Weak
6	Provides students with clear, centralized, and current information on advisor assignments as well as advising processes, requirements, and best practices	❑ Strong	❑ Sufficient	✔ Weak
7	Delineates advisee and advisor responsibilities in the advising relationship, and communicates these to students	❑ Strong	✔ Sufficient	❑ Weak

Summary

Strong =	0
Sufficient =	3
Weak =	4

Organizational Structure

Aligning Structure to Strategy

	Program Attribute	Grade		
1	❑ Has a central, senior leader with university-wide responsibility for advising strategy, operations, and assessment	❑ Strong	❑ Sufficient	✓ Weak
2	❑ Maintains updated and accessible organizational charts for all members of the advising organization	❑ Strong	✓ Sufficient	❑ Weak
3	❑ Has a management structure that provides sufficient oversight and support for frontline staff (e.g., advising managers or unit leaders)	❑ Strong	❑ Sufficient	✓ Weak
4	❑ Maintains clear processes for advisor assignment and student flow between advisors	❑ Strong	❑ Sufficient	✓ Weak
5	❑ Maintains advising caseloads that are manageable and equitable in size (though not necessarily equal), strategically assigned, and consistent with advising mission and goals	❑ Strong	✓ Sufficient	❑ Weak
6	❑ Dedicates advising staff and resources to support the needs of special student populations (e.g., transfer students, provisional admits, first generation)	❑ Strong	✓ Sufficient	❑ Weak
7	❑ Structures advising to provide sustained, stage-sensitive support for all students throughout their undergraduate careers	❑ Strong	❑ Sufficient	✓ Weak
8	❑ Maintains a group, structure, or mechanism for advisor-to-advisor communication and collaboration, as well as for feedback on policy or procedure decisions	❑ Strong	✓ Sufficient	❑ Weak
9	❑ Has advising facilities that… ❑ adequately support the program's delivery of services and mission ❑ promote universal access for all students through location and prominence ❑ enable collaboration between advisors	❑ Strong	✓ Sufficient	❑ Weak
10	❑ Maintains strong partnerships with other student support units on campus to improve coordination and achieve increased impacts on student success	❑ Strong	❑ Sufficient	✓ Weak

Summary

Strong =	0
Sufficient =	5
Weak =	5

Advising Technology

Leveraging Technology for Impact

	Program Attribute	Grade		
1	Trains leadership on advising technology and has leaders aware of any technology gaps and actively working to optimize tech availability	❑ Strong	❑ Sufficient	✔ Weak
	Provides advisors with user-friendly and effective technologies, specifically to assist with… • Risk assessment • Strategic intervention and population management • Scheduling • Collaboration with other advisors, faculty, and staff • Communication with students • Proactive caseload management • Delivery of advising services • Process and task completion (e.g., registration, holds) • Degree progress and/or audit	❑ Strong	✔ Sufficient	❑ Weak
3	Achieves near universal awareness among advisors for how to use each technology system and strong daily utilization	❑ Strong	✔ Sufficient	❑ Weak
4	Provides advisors with explicit technology expectations	❑ Strong	❑ Sufficient	✔ Weak
5	Streamlines advisor workflow by eliminating duplicative processes and providing best practice recommendations on which systems to use for common advising activities	❑ Strong	❑ Sufficient	✔ Weak
6	Maintains processes for regularly updating and training staff on changes/enhancements to their advising technologies	❑ Strong	✔ Sufficient	❑ Weak

Summary

Strong =	0
Sufficient =	3
Weak =	3

Training & Development

Empowering Staff with the Right Skills and Resources

	Program Attribute	Grade		
1	Designates owners for advisor onboarding, training, professional development, and resource management	☐ Strong	✓ Sufficient	☐ Weak
2	Provides standardized advisor onboarding/training that teaches the philosophy and practice of advising as well as institution-specific policies	✓ Strong	☐ Sufficient	☐ Weak
3	Cross trains advisors in related student support areas (e.g., career planning, financial aid, study skills)	☐ Strong	✓ Sufficient	☐ Weak
4	Provides ongoing advisor training and professional development opportunities and resources	☐ Strong	☐ Sufficient	✓ Weak
5	Specifically integrates advising technology into advisor onboarding, training, and professional development	☐ Strong	✓ Sufficient	☐ Weak
	Provides advisors with adequate self-service informational resources, including: • an advising manual, e-handbook, and/or online resource portal • access to professional resources (e.g., NACADA) • clear and current documentation of advising policies and procedures	☐ Strong	✓ Sufficient	☐ Weak
7	Maintains clear and consistent job descriptions, hiring criteria, and hiring processes	☐ Strong	✓ Sufficient	☐ Weak

Summary

Strong =	1
Sufficient =	5
Weak =	1

Process & Policy

Implementing Best Practices for Effective Advising

Program Attribute	Grade		
1 Maintains a common understanding amongst advisors of their approach to working with students (e.g., developmental, appreciative, proactive, prescriptive) to standardize practice and thereby the quality of the student experience	☐ Strong	✓ Sufficient	☐ Weak
2 Maintains policies that minimize student ability to opt out of advising and encourage students to engage with advisors at critical junctures in their academic careers	☐ Strong	✓ Sufficient	☐ Weak
3 Practices intrusive and proactive advising to actively reach out to students unlikely to access services on their own and engage them in programmatic support	☐ Strong	✓ Sufficient	☐ Weak
4 Integrates post-graduate/career and personal goal setting into advising conversations	✓ Strong	☐ Sufficient	☐ Weak
5 Maintains clear referral pathways and processes that enable effective transition of students to other service providers (e.g., tutoring, financial aid) and efficient follow up to close the loop	☐ Strong	☐ Sufficient	✓ Weak
6 Maintains consistent and shared records through standardized practices for advising documentation (e.g., taking notes, tracking appointments)	☐ Strong	☐ Sufficient	✓ Weak
7 Provides students with high-quality self-advising resources to promote active engagement in the advising process	☐ Strong	☐ Sufficient	✓ Weak
8 Engages in continuous examination of relevant academic and advising policies to identify barriers or challenges to student success	☐ Strong	☐ Sufficient	✓ Weak
9 Leverages alternative delivery mechanisms (e.g., group, phone, evening hours) to optimize student access to advising services	☐ Strong	✓ Sufficient	☐ Weak

Summary

Strong =   1

Sufficient =   4

Weak =   4

Accountability

Motivating Advisor and Program Performance

	Program Attribute	Grade		
1	Assigns advisors responsibility for a defined caseload of students and their success	✓ Strong	❑ Sufficient	❑ Weak
2	Distributes data on key performance indicators to advisors on a regular basis to promote performance	❑ Strong	❑ Sufficient	✓ Weak
3	Maintains regular advisor performance evaluation processes and/or integrates advising responsibilities into formal review processes for faculty advisors	❑ Strong	❑ Sufficient	✓ Weak
4	Incorporates relevant, student-centered metrics into advisor performance evaluations	❑ Strong	❑ Sufficient	✓ Weak
5	Provides the resources and mechanisms for advisor recognition and reward	❑ Strong	❑ Sufficient	✓ Weak
6	Maintains multiple levels of advising roles to create a career pathway and promote staff retention	❑ Strong	❑ Sufficient	✓ Weak
7	Provides leaders with direct access to reporting on advising program and individual advisor performance	❑ Strong	❑ Sufficient	✓ Weak
8	Maintains and operationalizes a plan for periodic evaluation of advising program effectiveness, including student learning outcomes from advising	❑ Strong	❑ Sufficient	✓ Weak
9	Provides regular reports on program effectiveness and operations to institutional leadership and other campus stakeholders	❑ Strong	✓ Sufficient	❑ Weak

Summary

Strong =	1
Sufficient =	1
Weak =	7