



Senior Leadership Guidebook for Holistic Advising Redesign

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American Association
of State Colleges and
Universities (AASCU)

ON BEHALF OF:

The Advising Success
Network (ASN)

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About the Advising Success Network

THIS REPORT WAS COMMISSIONED on behalf of the Advising Success Network (ASN), a dynamic network of five organizations partnering to support institutional change and improved student outcomes through a holistic approach to addressing the operational, programmatic, technological, and research needs of colleges and universities in direct support of a more equitable student experience. The ASN's mission is to help institutions build a culture of student success, focusing on students from low-income backgrounds and racially minoritized by identifying, building, and scaling equitable and holistic advising solutions that support all facets of the student experience. The ASN envisions a higher education landscape that eliminates race and income as predictors of student success. To achieve this goal, the ASN believes that a reformed approach to advising will support all students through a seamless, personalized postsecondary experience that creates better personal, academic, and professional outcomes.



Advising as defined by the ASN encompasses more than student interaction. It also involves the structure and operations of academic advising, the roles and responsibilities of primary-role and faculty advisors, and advising pedagogies, approaches, and models. As such, this report is designed to inform institutional leaders, advisors, faculty, and staff of how current institutional structures and processes need to change to better integrate academic and career advising practices. This report's authors and partners believe that material and concepts captured can help communicate and engage with many campus stakeholders to plan and implement holistic advising redesign.

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Executive Summary

The American Association of State Colleges and Universities (AASCU) and the Advising Success Network (ASN) have developed this Senior Leadership Guidebook for the field to guide and support holistic advising redesign. It proposes comprehensive action-oriented strategies, adaptable resources, and tools that will advance advising redesign, employ data utilization strategies, and encourage the use of equity-based principles to yield tangible improvements in student success outcomes.

Senior leadership teams have become increasingly concerned about students' ability to navigate college bureaucracies, policy barriers, and campus procedure complexities amid escalating pressure caused by the COVID-19 pandemic and the societal response to systemic racism. From an institutional standpoint, contributing factors include fluctuating enrollments, tuition revenue, and technology capacity for virtual operations. Likewise, added pressures for students stem from financial stress, shifting to an online learning environment, and a lack of technology resources to succeed.

Credit: Fitchburg State University (Mass.)

The elevation of academic advising's role, especially in these unprecedented times, allows senior and mid-level leadership teams to integrate timely policies and practices to advance diversity, equity, inclusion, and social justice and underscores the institutional mission and core values of success for *all* students—especially those who are racially minoritized and poverty-affected. The focus on holistic advising is timely because advisor training in cultural competency and data utilization to mitigate inequities and generate positive shifts in processes, policies, and procedures have shed an informative light on customizing advising service delivery systems.

Historically, higher education researchers have studied the relationship between academic advising and retention and asserted a correlation between effective advising and increased retention.¹ Retention and graduation rates are institutional key performance indicators (KPIs) and defining measures of student success. As a leading indicator for other long-term outcomes, institutions focus on retention to affect graduation rates and cohort default rates, and advising's role is critical to retention. The fiscal ramifications of retention gains and losses make a compelling case for investing in advising redesign for a return that justifies the expense.

Further, Continuous Quality Improvement (CQI) initiatives foster a platform for institutions to strengthen and improve retention through effective holistic advising programs. Research has found academic advising positively influences retention through student support services, advisor and faculty interactions beyond the classroom, student satisfaction with college experience, and effective education guidance and career planning.²

Academic advising structures are determined by institution characteristics, student needs, and demographics based on population, infrastructure, and capacity. Institutional leadership teams should determine the best-fit model for their institution type (e.g., public, private, community, research, liberal arts, HBCU) and are encouraged to factor first-year students' critical adjustment and transition issues into the first-year advising experience design. Holistic advising is most effective when institutions operationalize it in strategic planning with related goals and KPIs.

This guidebook contains action strategies to address gaps in systemic coordination and cross-functional collaboration and train stakeholders to integrate academic advising and data utilization into the strategic planning process. It features a series of practical methods to organize academic advising with a strategic framework to implement transformative and sustainable change. Additionally, the guidebook highlights a logic model for developing student learning outcomes in holistic advising in an approach that organically evolves through implementation. This approach applies logic model components to connect academic advising mission, vision, and goals. The logic model provides a framework linking student learning outcomes to advising program goals and KPIs. The work supports institutional student success goals and objectives and clarifies the advisor's role, thus validating the Return on Investment (ROI) for the redesign.

The fiscal ramifications of retention gains and losses make a compelling case for investing in advising redesign for a return that justifies the expense.

1 Tinto, V. (1987). . . . Tinto Increasing student retention. San Francisco: Jossey Bass. Retrieved from <https://nacada.ksu.edu/Resources/Clearinghouse/Clearinghouse1/retention.aspx>

2 Cueso, J. (2003). . . . Academic advisement and student retention: Empirical connections & systemic interventions. Retrieved from <https://www.shawnee.edu/sites/default/files/2019-01/Academic-advisementv-and-student-retention.pdf>



The guidebook includes sustainability dimensions to provide senior and mid-level leadership teams with the requisite planning considerations to rapidly shift service delivery. The sustainability of holistic advising redesign requires vision and capacity building in policies, processes, and resources to achieve future goals. Components of sustainability include creating the provisions to maintain student success operations and minimize academic advising staff turnover and finance program activities with recurring revenues. Preparing for sustainability requires robust planning and transformation readiness to respond to evolving change.

This guidebook presents key opportunities for creating mechanisms to stand up an advising model infused with best practices. These include mapping advising processes centered on student success, ensuring equitable outcomes for all students, implementing evidence-based practices to accelerate transformation, and creating a continuous quality improvement culture.

The strategic planning and budgeting processes reflect an institution's highest priorities. They include bold goals for student success that will give rise to KPIs involving advising-related activities. Monitoring strategic plan goals and objectives through visible and frequent tracking of KPIs and their success drivers is an opportunity to unite the campus around common goals. Further, it can show the impact operational activities and data have on outcomes and elevate functions, such as advising.

Like other strategic goals, advising effectiveness is best gauged through the systematic collection of relevant indicators. Several strategic data elements are valuable for decision-making and supporting student success. These data should reflect the advising delivery population, service quantity, service quality, and measures of overarching student success goals.

Lastly, knowing where the institution stands overall is essential to shaping student success outcomes. Monitoring early momentum indicators and progression helps students get off to a good start in their educational journeys and supports timely completion.



Introduction

The ASN Senior Leadership Guidebook supports a student-centered academic environment by outlining five foundational principles for prioritizing and governing student success initiatives and aligning operations and outcomes to the institutional strategic plan. Most importantly, it guides senior and mid-level leadership teams through the creation of a strategic plan for advising that is synchronized to the institution's strategic plan and process.

THE GUIDEBOOK IS ORGANIZED INTO FIVE SECTIONS and offers action-oriented strategies and adaptable resources for each section. Sections one and two shape and elevate academic advising as part of the strategic planning process. Section three focuses on implementing strategies for re-envisioning academic advising and establishes the context for academic advising's essential components for formulating processes, policies, and procedures. Section four describes several strategic data elements that are valuable for decision making and supporting student success. The final section of the guidebook focuses on planning for long-term sustainability in academic advising.

- 1 Section 1: Scan of Existing Institutional Practices**
Presents key findings based on broad-based learning questions that focus on the approachability and depth of academic advising practice and its integration as a key institutional priority.
- 2 Section 2: Planning Dimensions for Strategic Alignment**
Offers leading dimensions for a framework to plan and organize strategic alignment of academic advising.
- 3 Section 3: Strategic Planning Framework for Holistic Advising**
Provides recommendations to implement an academic advising framework to support student success.
- 4 Section 4: Institutional Effectiveness and Data Utilization**
Provides a framework to measure student success outcomes impacted by academic advising operations.
- 5 Section 5: Planning for Long-Term Sustainability in Academic Advising**
Provides a high-level synopsis of planning for long-term growth and sustainability.

Users of the Guidebook

The guidebook is designed for strategic use across stakeholders in the academic community. Principal groups who can benefit from using the guidebook as an operational framework are illustrated in Figure 1.

SENIOR-LEVEL CABINET MEMBERS can use the guidebook as a guide to:

- Convey a clear vision and call to action for campus stakeholders.
- Develop strategic direction of institutional policies.
- Engage the campus community to establish advising values and principles of equity.

ACADEMIC AFFAIRS (provost, deans, and department chairpersons) can use the guidebook as a guide to:

- Integrate teams in the strategic planning cycle for student success initiatives.
- Develop strategic planning goals and key performance indicators.
- Operationalize strategy and tactics with metrics to achieve performance goals.
- Increase cross-functional collaboration in offices that impact students, such as bursar, registrar, and faculty committees.

STUDENT SUCCESS ADMINISTRATORS AND WORKGROUP TEAMS can use the guidebook as a guide to:

- Communicate holistic advising redesign efforts campus-wide.
- Implement operations to support strategy and student success goals.
- Create professional development opportunities for academic advisors.
- Establish continuous quality improvement initiatives.

How to Use this Guide

Holistic advising key strategies and solutions are highlighted throughout the guidebook. This framework illustrates a promising roadmap of how colleges and universities can address the perennial and complex concerns of inconsistency in academic advising and its impact on student success outcomes. This guidebook provides key activities that institutions can undertake to promote sustainability in academic advising. Another benefit includes creating a framework for advising redesign that builds institutional agility prompted by the need to respond to changing situations such as the COVID-19 pandemic.

Figure 1

GUIDEBOOK USERS

- Senior-Level Cabinet Members
- Academic Affairs Deans and Department Chairs
- Student Success Administrators
- Enrollment and Student Affairs Teams
- Strategic Planning Workgroups
- Advising and Retention Teams

Guidebook Key Terms and Language

Holistic Advising Redesign

Holistic advising redesign is the process of identifying, implementing, and refining high-quality, effective institutional practices that support students as they work toward achieving their personal, academic, and career goals. With the recognition that that changes in advising will impact other areas of an institution, this type of redesign typically requires cross-functional collaboration and a focus on people, processes, and technology. Successful holistic advising redesign promotes an institutional culture of being student-ready.

Advising

Advising is a critical component of student success and a “bright star” in the integrated constellation of student supports at an institution. The advisor-advisee relationship supports students as they identify and attain their academic, career, and personal goals.

The network defines “advising” as encompassing more than the student interaction. It also includes the structure and operations of academic advising, the roles and responsibilities of primary-role and faculty advisors, and advising pedagogies, approaches, and models.

Early Momentum Indicators

Early momentum indicators are measures of student progress in the first year of college that correlate with student success. Among these indicators are major selection, credit accumulation, gateway course completion, and term-to-term retention.

Process Mapping

Process Mapping employs methods that standardize and document activities in a process and facilitates CQI.

Strategic Alignment

Strategic alignment is when goals, planning dimensions, advising student learning outcomes are connected to operational functions and aligned to the strategic plan.

Student Success

For this guidebook, student success is defined as enrolling, retaining, and graduating students capped with securing post-college outcomes of employment or graduate school (at minimal cost and debt to the students and with maximum potential for earning).

Sustainability

Sustainability is the ability to develop and integrate capacities, policies, processes, and resources to achieve future goals and continue student success operations, academic programs, and revenue generation and support beyond external funding reliability.



Section 1

Scan of Existing Institutional Practices

Campus leaders recognize that advisors guide students who face mounting universal challenges that originate from socioeconomic, emotional well-being, financial, and other personal factors that impact their degree completion journeys. Equally concerning are the unique pressures students experience while learning to navigate college bureaucracies, policy barriers, and campus procedure complexities.

To gain a more comprehensive understanding of existing student success practices deployed across the higher education landscape, we interviewed student success administrators and observed advising service delivery at a diverse set of institutions. The interviews outlined a sequence of concepts that examined similarities and differences in new, emerging, and distinctive advising practices.

Questions focused on the approach and depth of academic advising practice and its integration as a key institutional priority. Throughout the interviews, we asked questions to assess academic advising's impact on student success outcomes, data utilization, and sustainability strategies.

*Credit: Lewis-Clark
State College (Idaho)*

Based on these specific objectives, we sought to obtain greater insight and knowledge related to advising in the following learning constructs and questions:

Learning Concepts



Prioritization of Advising and Creating Vision

1. How does your institution incorporate the importance of academic advising into a shared vision for student success?

Equitable Academic Advising Outcomes

- 2a. Please describe your approach to establishing equitable academic advising outcomes for all student populations.
- 2b. How does this approach support a culture of transformation at your institution?

Continuous Quality Improvement in Academic Advising

3. What processes do you employ to ensure academic advising services are part of a CQI cycle that enhances efficiency and improves advising service delivery?

Utilization of Student Success Data

4. What strategies have been effective in broadening the use of student success data on your campus?

Data and Analytics Strategy to Support Student Success Outcomes

- 5a. How has your institution developed a campus-wide data and analytics strategy to support student success outcomes (e.g., retention, progression, graduation, career placement)?
- 5b. Which components of your data strategy have been most impactful in improving student success?

Sustainability of Academic Advising Services

6. How have you structured your academic advising model to ensure sustainability?

Key Findings

The institutional scan presents key findings that include a situational analysis of the role of academic advising on select college campuses and the extent to which it is integrated as an institutional priority. Interviews were conducted with a diverse set of institutions to gain insight and perspectives through the lens of senior student success administrators. Their responses reflect data about academic advising operations at a consortium of eleven 2-year public, 4-year public, and 4-year private institutions, as shown in Figure 2.

Figure 2.



KEY FINDINGS 1

Prioritization of Advising and Creating Vision

“It takes everyone to make students successful.
Advising is central to everything.”

-Student Success Administrator

A review of how institutions prioritize academic advising in a shared vision for student success revealed varied and unique approaches. Leaders described the criticality of advising to student success and shared important strategies that focused on delivering holistic advising services, training, ensuring quality, and collaboration.

KEY FINDINGS OBSERVED:

- A high degree of advising is deployed between primary role and faculty advisors.
- A standard practice of holistic advising is embedded in student success operations.
- Nearly half reported the use of advising training, resource commitment, and CQI practices.
- Few institutions have an advising model that is customized for first-year academic advising.

KEY FINDINGS 2

Equitable Academic Advising Outcomes

“Provide cultural competency training to academic advisors.”

-Student Success Administrator

Participating institutions described their approach to establishing equitable academic advising outcomes for all student populations. Aspects of collaboration grounded in equity research, training to support minoritized populations, and assessing perceptions of barriers at the point of entry were observed.

KEY FINDINGS NOTED:

- Several institutions employ a holistic approach to advising and use data to understand needs, service impact, and outcomes.
- More than half of the institutions offer advising training and cross-functional collaboration among departments interacting with students.
- Half of the institutions indicated that they are in the development phase of establishing equitable advising processes for all student populations.
- A few institutions deploy targeted outreach to subpopulation groups, utilize early alert, or use a differentiated approach to subpopulations.

KEY FINDINGS 3

The Role of Advising in Transformation

“The advising model has worked well to transform the idea of what academic advising and student success means on campus.”

-Student Success Administrator

Student success leaders described their approach to supporting a culture of transformation at their institutions. Commonly shared practices of transformation were highlighted, demonstrating clear knowledge of student populations, understanding student needs, increased focus on improving early momentum, and a collaborative approach with faculty to understand their role in student success and persistence.

KEY FINDINGS ILLUSTRATED:

- Several institutions create buy-in and foster attitudinal shifts to create change among campus stakeholders.
- More than half of the institutions are implementing changes and making progress toward transformation.
- Many institutions highlight challenges to create a sense of urgency in resolving these challenges.
- Few institutions indicate they are making measurable gains toward a shared vision.

KEY FINDINGS 4

Continuous Quality Improvement in Academic Advising

“Academic advising is a critical part of the Quality Enhancement Program for the University’s accreditation process.”

-Student Success Administrator

The participants offered perspectives on how CQI is demonstrated in academic advising. Primary themes focused on processes of collecting data regularly to assess advising service delivery and customer service. Additional commonalities observed include the frequent examination of data in time for improvement opportunities and regular reporting processes for assessment linked to accreditation.

KEY FINDINGS OBSERVED:

- Many of the institutions review and reflect on data to pinpoint issues.
- Half of the institutions perform assessments at the program or department level.
- Few institutions use a standard process aligned to accreditation methods.
- Few institutions provide annual advisor training and development.

KEY FINDINGS 5

Democratizing the Use of Student Success Data

“Data is infused into everything we do and is segmented by teams to review.”

-Student Success Administrator

Institutions shared strategies for broadening and democratizing the use of student success data on campus. All colleges demonstrate data transparency by holding annual discussions about student success metrics with the board of trustees. Most notable is the practice of data literacy and team segmentation to review and share data frequently. Further, institutions engage faculty and other stakeholders to understand the data. Institutions are also employing an effective strategy of providing comprehensive equity updates and monitoring progress against benchmarks.

KEY FINDINGS NOTED:

- Most institutions are broadening report distribution and increasing data transparency.
- More than half of the campuses are increasing the use of actionable data and building capacity with data.
- Half are establishing data teams and increasing data literacy with campus stakeholders.
- A few institutions are showing the impact of services on outcomes.

KEY FINDINGS 6

Data and Analytics Strategies for Improving Student Success

“Our data and analytics strategy is evolving in layers by first ensuring everyone has access to and can disaggregate the data.”

-Student Success Administrator

Interviewees described their most effective campus-wide data and analytics strategies that support student success outcomes. These strategies reflected making published data widely accessible and establishing methods to collect data from focus groups. Developing approaches include structured ways to capture qualitative data to understand the factors affecting early momentum and pinpointing insights about equity and persistence.

KEY FINDINGS SHOWED:

- Nearly all institutions use dashboards, reports, and data in operations and planning.
- Slightly less than half of the institutions deploy or outsource predictive analytics.
- Some institutions apply an incremental strategy approach for actionable data understanding and integration.
- Several institutions communicate the value and impact of data on outcomes.

KEY FINDINGS 7

Most Impactful Data and Analytics Strategy

“Dedicated and structured group examines key student success data.”

-Student Success Administrator

To further understand the impact of institutional data and analytics, participants were asked to describe their most effective strategy for utilizing data and analytics to improve student success. Responses revealed institutions' movement toward the increased use of structured data and dashboards for decision-making and long-term planning. One of the most intriguing strategies is having a dedicated and structured team to examine key student success data points and provide comparative measures for individuals, units, and institutions.

KEY FINDINGS ILLUSTRATED:

- More than half of the institutions use dashboards, reports, and data in operations and planning.
- Slightly less than half of the institutions indicate better use of data and data integration.
- A few institutions use a student success platform.
- A few institutions have increased analytics capacity, data literacy, and collaboration around data.



KEY FINDINGS 8 **Sustainability of Academic Advising Services**

“Use of public-private (external) partnerships.”

-Student Success Administrator

Institutions shared perspectives on their methods of structuring academic advising to ensure sustainability. Approaches included cultivating extensive support for advising, holistic advising (including wrap-around student support services), and learning how to use data to enhance the quality of student experiences. A promising aspect includes recognizing the need for K-12 community partners in college advising practices.

KEY FINDINGS SHOWED:

- Most institutions are building out advising capacity and infrastructure.
- Half of the institutions provide ongoing training and professional development for advisors.
- Approximately half of the institutions demonstrate the efficient use of staff and technology.
- Few institutions are engaging in cross-functional collaboration.
- A few institutions show an assessment of outcomes and CQI methods.

COLLECTIVELY, INSTITUTIONS EMPHASIZE academic advising despite identifying gaps in systemic coordination and cross-functional collaboration strategies. While participants acknowledged access and data availability, methods to train the campus community on data use and academic advising integration were wide-ranging across the interviews.

Similarly, few institutions assertively integrate academic advising in strategic planning efforts. Additional observations point to a few institutions experiencing systemic operational challenges where competing demands juxtapose large advising caseloads.

These key findings were instrumental in formulating the action strategies and recommendations for the guidebook. We included impactful solutions to integrate academic advising practices and institutionalize strategic alignment.

Retention and graduation rates are key performance metrics of student success. Yet, data published by the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) indicate that the six-year graduation rate at four-year institutions is 62 percent.³ This means nearly one out of every three new students who enter a four-year institution will not graduate within six years. Retention rates, a leading indicator of graduation rates, have become the focus of institutions that want to impact their student success outcomes. The growing accountability measures attached to performance-based funding motivate presidents and provosts to expand and prioritize student success initiatives.

Enhancing academic advising and its effectiveness on college campuses start with understanding its impact on student success outcomes. It is prudent to establish a vision of how teams, processes, equity standards, technology, and data use contribute to student success.

Institutions can take targeted action to strengthen holistic advising to improve the student experience and impact performance measures. This guidebook provides strategies to elevate the academic advising organization into the strategic planning process. Institutionalizing this framework requires commitment and support from senior leadership that extends beyond traditional efforts to ensure the entire institution responds and adopts the vision with strategy and collaboration. When fully integrated, advising operations will be characterized by data-informed decisions gathered from advising activities, the use of technology platforms, and meaningful interactions that add substantial value in guiding students through their educational journey.

Section two of this framework outlines key academic advising components to include in the strategic planning process to support student success.

Enhancing academic advising and its effectiveness on college campuses starts with understanding its impact on student success outcomes.

³ National Center for Education Statistics, Integrated Post-Secondary Data System. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=40>



Section 2

Strategic Alignment Planning Dimensions

Colleges and universities nationwide recognize student retention as a critical function of academic advising. The variability in organizational structures and standards for advising services, policies, and procedures has resulted in systemic barriers that impact student retention and progression. Institutional leaders are engaging in more frequent discussions focused on integration strategies to redefine advising services to respond to changing conditions and student needs.

Planning and implementing holistic advising redesign focuses on institutionalizing academic advising operations and formalizing their integration to yield a more significant impact on key performance measures for student success. Positioning the redesign of holistic advising as a strategic priority begins with institutional leaders' incorporation of advising into a shared philosophy for student success. This requires consistent and progressive leadership and accountability for implementing service-level operations that align with institutional mission, vision, and strategic planning goals.

Student success administrators acknowledge that institutional characteristics, capacity, and reporting lines can determine advising's organization and structure. For instance, some institutions utilize reporting lines that designate responsibility for student success to a cabinet-level administrator. Others have shared advising responsibilities between faculty and primary-role advisors with different reporting lines. The framework outlined below describes and formulates a robust plan to organize advising delivery and support of centralized or decentralized structures to engage the entire campus community in elevating academic advising improvements.

Convening a precise team of both administrators and academic advising workgroups will establish a platform from which a shared vision can emerge that builds consistent advising standards at the institution. Individuals appointed to workgroups need to demonstrate competency in understanding student needs, making data-informed decisions, building cross-functional collaborations, and implementing continuous quality improvement.

Framework dimensions to plan and organize a strategic alignment of academic advising are illustrated in Figure 3. Descriptions for action strategies follow.

Figure 3. Strategic Alignment Dimensions



This framework outlines the six dimensions of strategic alignment and requires a 9-to-12-month timeframe to develop. Key action steps guide and create improvements in academic advising services.

1 STRATEGIC DIMENSION 1 Stakeholder Engagement and Collaboration

Strategic alignment of advising on college campuses starts with forming a comprehensive stakeholder engagement and collaboration platform. Stakeholder engagement supports a culture of collaboration, cross-functional training, and teamwork.

This method fosters both macro and micro-level communication with input from faculty, staff, and students. This initial step is critical in motivating all stakeholders around the process and unifying advising as a strategic priority.

The next part of this step is identifying roles and responsibilities to execute the charge and a timeline to complete this work. This process must include situational analysis and rationale that illustrates purpose, goals, and tactical direction to align advising operations to the strategic plan.



ACTION STRATEGY 1

Convene cross-functional workgroups and appoint a student success administrator to lead recurring meetings. Recommended workgroup teams include:

- Academic administrators—deans and/or department chairs
- Academic advisors/advising council members
- Institutional research
- Information technology
- Faculty
- Library services (a hub for learning, gathering, and studying)
- Accessibility services
- Enrollment/admissions
- Financial aid
- Institutional development (scholarship leveraging)
- Registrar
- Student affairs (residential life, counseling services, student health services)
- Athletic coordinator

Workgroup teams integrate planning efforts across departments. They also establish recurring meetings that capture input from all campus functions that can affect advising activities.



STRATEGIC DIMENSION 2

Assess and Refine Mission and Vision for Advising

The institutional mission and vision direct the work executed on college campuses. Creating an aspirational vision can foster transformation.

The advising mission should align with the institutional mission and core values. Likewise, leaders should establish core values for holistic advising. These core values should include statements of civility, equity, and inclusion.

Develop a process using appropriate metrics to review and evaluate the mission, goals, and objectives.

This process should align with the institution's strategic planning cycle, often a three to five-year period. This assessment provides a pivotal opportunity to ensure that advising is adapting to emerging needs.



ACTION STRATEGY 2

Conduct a strategic planning retreat with the members of the advising team.

Include the advising team's input to craft a vision and mission to foster buy-in. Achieve collective agreement and feedback from the advising team. Brainstorm and identify processes to intentionally advance the mission.

3

STRATEGIC DIMENSION 3

Aligning Advising Strategy and Goals to Support the Institutional Mission and Vision

Mid-level leaders or student success administrators can align academic advising operations to the institutional strategic plan. This process requires institution-wide thinking and integration of goals and objectives to support the institutional mission and vision.



ACTION STRATEGY 3

Student success segments in the strategic plan will include:

1. Academic advising goals that identify three (3) to four (4) supporting objectives for student success.
2. Selection of key performance indicators and corresponding thresholds for success that lead to goal achievement.
3. Detailed mapping of how and where the alignment to the institutional mission and vision occurs.
4. Documentation to request budget resources to advance goal attainment.
5. A proposed implementation timeframe.

4

STRATEGIC DIMENSION 4

Assessment Planning for Academic Advising

Develop assessment plans for 1) the academic advising program and services, and 2) student learning outcomes related to advising. Ensure the assessment plan complements the advising organization structure (e.g., centralized, decentralized, or shared).

Identify the goals and measures of success at both levels. Implement the assessment plan in partnership with the office of institutional effectiveness or assessment and ensure it becomes part of the annual assessment cycle.

Develop the assessment plan for academic advising with input from a diverse group of internal and external stakeholders aligned with the institution's assessment planning cycle.



ACTION STRATEGY 4

Facilitate CQI in advising using the assessment process, advising goals, success measures for the program outcomes, and process delivery outcomes. These are identified as the program outcomes that gauge student success metrics and process delivery outcomes that are quantifiable activities to impact outcomes:

1. PROGRAM OUTCOMES

Examples: Student retention, credit accumulation rate, course completion rate.

2. PROCESS DELIVERY OUTCOMES

Examples: Tutoring contact hours, number of advisee appointments, service referrals from alerts.

Facilitate CQI in advising using the assessment process, advising goals, and success measures for advising student learning outcomes. These are identified as the learning goals and objectives that students are expected to achieve, categorized as cognitive learning, behavioral learning, and affective learning.⁴

ADVISING STUDENT LEARNING OUTCOMES (ASLOS)

- **Cognitive Learning:** goals and objectives of what students are expected to know
Example: Students will understand degree program requirements for their major.
- **Behavioral Learning:** goals and objectives of what students are expected to do
Example: Utilize the degree-audit system to know the effects of changing majors.
- **Affective Learning:** goals and objectives of student values
Example: Identify behaviors that minimize debt from college loans.



STRATEGIC DIMENSION 5

Conduct A Situational/Gap Analysis of Advising Services

A significant component of strategic planning alignment is to position academic advising services as part of a CQI cycle that enhances efficiency and improves service delivery. A pivotal phase in developing a plan for strategic alignment is to understand current operational factors.

This can be accomplished by performing an internal gap analysis. The value and benefit of performing a gap analysis as part of strategic alignment provide insight into operations capacity and limitations.



ACTION STRATEGY 5

Convene annual discovery sessions to facilitate an internal gap analysis to reflect, refine, and prioritize areas of advising service delivery that need improvements.

The following questions can focus the discussion on operations and process gaps.

STAKEHOLDER PERSPECTIVE: STUDENTS, FACULTY, ADMINISTRATION

1. What inefficiencies exist within academic advising?
2. How do we improve efficiency in academic advising processes?
3. What approaches are in place to know what students think of academic advising?
4. How do we communicate timely information to students?
5. What strategies will assist us in achieving our key student success measures over 12 months?
6. How do we effectively utilize data in our advising practices?

4 Robbins, R. & Zarges, K.M. (2011). Assessment of Academic Advising: A Summary of the Process. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web Site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Assessment-of-academic-advising.aspx>

INTERNAL TEAM PERSPECTIVE: ACADEMIC ADVISORS

1. How do we improve efficiency in advising processes?
2. How do we close the loop on referrals and follow-up on action items?
3. How do we improve our approach to problem-solving and identifying solutions?
4. What new or emerging barriers have students experienced over the past six months?

RESOURCE PERSPECTIVE: ACADEMIC ADVISING LEADERSHIP TEAM

1. What assets or resources do we have to reach student success targets?
2. What best practices or trends can we leverage?
3. What resources do we need to improve the student experience?
4. How do we implement plans and strategies to support the mission with limited resources?
5. How are institutional policies and procedures for academic advising documented?
6. What is the communication process when changes occur in academic advising policies and procedures? Who leads this effort?

LEARNING AND GROWTH PERSPECTIVE: ACADEMIC ADVISING AND STUDENT SUPPORT SERVICES TEAMS

1. What processes, policies, and procedures do we do well?
2. About what processes, policies, and procedures do we receive the most complaints?
3. What existing roadblocks hinder our progress?



STRATEGIC DIMENSION 6

Accelerate the transformation of advising practices that target outcomes and KPIs

Change and transformation evolve from acknowledging what works well and where improvements can be made. Improvement occurs when stakeholders formulate a strategy for understanding what needs to be improved to optimize efficiency.

The first step toward materializing student success outcomes starts with establishing appropriate operational targets for advising practices.

These operational targets must be the underlying drivers of measures known to correlate or impact the outcome, as shown in Figure 4 below.

Figure 4: Drive practices that correlate with outcomes.



ACTION STRATEGY 6

Establish clear objectives for advising delivery by considering the following targets for efficiency and effectiveness:

- The number of advising student interactions or touchpoints that must occur each semester.
- Student satisfaction levels with advising.
- The percentage of credit accumulation rates each academic year. Implement or refine a program that facilitates consistent credit accumulation each semester (e.g., 15 to Finish program).

Mid-level leaders must frequently monitor operational targets and proactively track progress. Campus partnerships are required to meet credit accumulation objectives. Advisors need data and reporting on student course loads from the institutional research office or information technology (IT). Likewise, course planning efforts must create enough sections for students to enroll in desired credit loads. Advising leadership teams can employ a proactive stance that informs academic leadership about course level needs to improve or maintain student momentum.

This section of the guidebook provided the components for establishing planning dimensions and action steps for the strategic alignment of advising. Section three will focus on implementation strategies and demonstrate a framework for developing the components essential for formulating processes, policies, and procedures to re-envision academic advising.



Section 3

Implementing a Comprehensive Academic Advising Framework

This section builds off the planning and action steps for strategic alignment and outlines the dimensions of implementing an academic advising framework to support student success.

Sections one and two of this guidebook shape and elevate academic advising as part of the strategic planning process. Section three focuses on implementing strategies for re-envisioning academic advising and establishes the context for academic advising's essential components for formulating processes, policies, and procedures.

Consistent with the process of strategic planning, institutional leaders must develop the foundational components of mission, vision, goals, and student learning outcomes combined with supporting dimensions, as illustrated in Figure 5. Leading with clear strategic direction will provide teams with focus and purpose.

Figure 5. Components of Mission, Vision, Goals & Student Learning Outcomes



The process for designing a campus-wide framework begins with instituting a mission and vision for academic advising. These components form a coherent statement of purpose and direction that characterize the values and delivery of advising. The advising mission and vision should be anchored in the institution's strategic plan and resonate throughout operations.

The advising strategic planning cycle should also mirror the cycle for institution planning. It is beneficial for student success leaders to have an active role in the institution's strategic planning committee to align the planning cycles. Ideally, the strategic planning process for academic advising should align with the institution's strategic planning cycle.

ACTION STEP 3.1 **Guidance for Developing a Mission Statement**

The academic advising mission should bring context to operations and standards of practice for advising. Through a clear and concise statement, the mission statement communicates the breadth and functionality of advising as part of a holistic student success experience. The execution of the work supports the achievement of the institution's student success goals and objectives. Further, it provides advisor role clarity and demonstrates the return on investment.

Investing in dedicated team time to develop the mission statement will articulate the student advising experience. The mission should convey promise to a cohesive, student-centered environment and commit to academics, learning, and student success. It gives purpose to daily work operations and fosters a sense of community, social responsibility, and inclusion. Suggested approaches to crafting a mission statement include engaging a facilitator to conduct an offsite planning retreat and including student perspectives, especially racially minoritized and low-income students.

ACTION STEP 3.2 **Guidance for Developing a Vision Statement**

The academic advising vision statement should reflect an intentional future state for advising. Framing a vision should convey an aspirational declaration that builds on elements of the advising mission and values. As part of the strategic planning process, student success leaders and advising teams should envision what the student will experience. Prior to convening the advising team to begin a visioning session, it may help to facilitate a student focus group to obtain their perspectives of advising services. One suggested approach to building a vision is to lead the advising team through an exercise that identifies a highly effective advising function and then consolidate those attributes into a vision statement. This direct input from team members will promote their support.



ACTION STEP 3.3
Guidance for Developing Goals

After establishing the mission and vision components, the next step in the process is to create goals. Creating goals that accomplish the mission and vision are an integral part of the strategic planning process. Goals for academic advising are often process-oriented because of the nature of advising services. Still, process-oriented goals can promote transformative growth and improvement in student success. Use of the SMART framework is suggested to establish well-designed goals. As outlined in Figure 6, the SMART attributes reflect specific, measurable, attainable, relevant, and time-bound goals.

Figure 6. Academic Advising SMART Goals Framework



ACTION STEP 3.4
Student Learning Outcomes (SLOs)

The Logic Model below is a valuable framework for developing student learning outcomes (SLOs) in academic advising.⁵ A transformative strategy is created by applying the logic model components as a foundation to connect to the other academic advising mission, vision, and goals. The logic model framework will help link the SLOs to the advising program goals and institutional key performance indicators (KPIs).

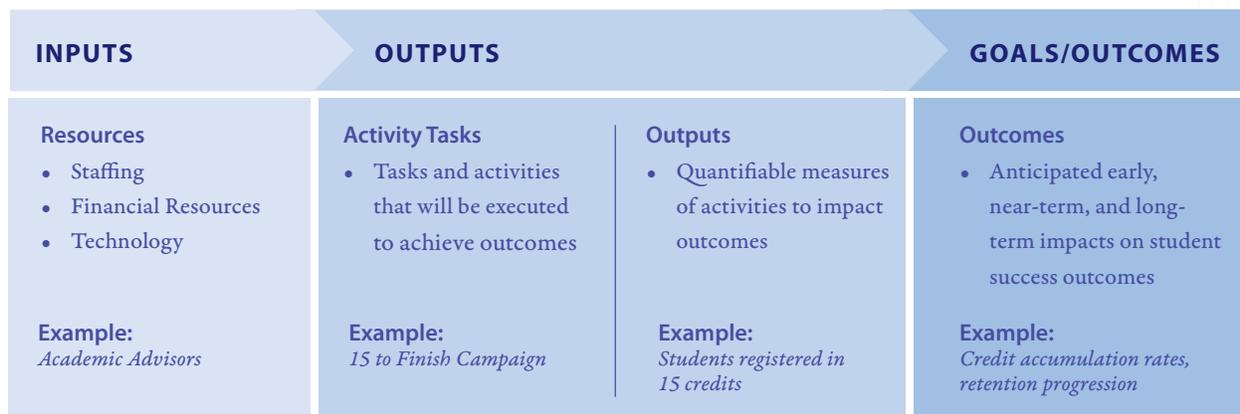
⁵ Center for Violence Prevention and Intervention Research. (2019). *Logic models: Practical planning to reach program goals*. Chicago, IL: Illinois Criminal Justice Information Authority. Retrieved from <https://icja.illinois.gov/researchhub/articles/logic-models-practical-planning-to-reach-program-goals#logic-model-template>

Describe each component of the logic model framework.

INPUTS	Identify the required resources to achieve the expected outcomes.
ACTIVITY TASKS	Categorize tasks and activities that will be executed to achieve outcomes.
OUTPUTS	List quantifiable measures of advising activities that the program will generate to impact outcomes.
OUTCOMES	Indicate the early, near-term, and long-term desired results and impacts on student success outcomes.
ASSUMPTIONS	Explain key beliefs about the advising program, its processes or resources, or students that, if not actual, might affect program success.
EXTERNAL FACTORS	Describe factors external to the department or institution that may impact advising program success.

List the components for academic advising activities in the logic model's respective area, as illustrated in Figure 7.

Figure 7. Advising Program Logic Model⁶



Lastly, there are additional aspects to consider while implementing strategic planning for advising. It is necessary to operationalize planning dimensions at a macro-level to include:

1. Collaboration with cross-functional units that play a significant role in student success efforts to retain students.
2. Discussion and planning centered on the feasibility of delivering services at proposed levels. Specifically, consider the roles, contributions, and effects from other departments (e.g., admissions, financial aid, registrar/bursar, residential life, health services) on the strategic plan goals.
3. Consideration for capacity planning and strategy to pivot during a national crisis (such as the COVID-19 pandemic) to maintain the ability to meet student success measures for advising and retention of students.

⁶ Adapted from Center for Violence Prevention and Intervention Research. <https://icja.illinois.gov/researchhub/articles/logic-models-practical-planning-to-reach-program-goals#logic-model-template>



ACTION STEP 3.5

Advising Structures (designing first-year, centralized, decentralized, hybrid, remote)

Now that we have discussed the significant role strategic planning plays in delivering academic advising practices, we will outline design options for advising models at colleges and universities.

Academic advising structures and settings are determined by characteristics of the institution, student needs, and demographics based on the institution's population, infrastructure, and capacity.

In any condition or scenario, these two aspects should always be included when considering a framework:

1. The first-year advising experience should be customized.
2. Faculty involvement and coordinating faculty and student interactions are critical.

Action Item 3.5

Variables shown in Figure 8 outline conditions required to organize the delivery of academic advising practices. Each variable has critical functionality in establishing academic advising structures and requires integration into leadership teams' strategy and planning efforts.

Figure 8. Considerations for Organizing Advising Services

- Institutional Culture
- Student Needs
- Fiscal and Human Resources
- Technology Infrastructure
- Data Support
- Academic Policies and Procedures
- Student Learning Outcomes

As a part of shaping the plan and strategy, mid-level leaders can lead their advising teams in discovery sessions or internal analysis to review these considerations as part of selecting an advising structure. These sessions' frequency will be determined based on the institution's need to change the academic advising structure.

Advising Structure Discovery Session Topics

1. Institutional Culture

How does the institutional culture demonstrate the capacity to lean into the change process of implementing a new structure for academic advising?

2. Student Needs

Does our institution clearly understand its student populations, their needs, and how to implement programming to support their needs?

3. Fiscal and Human Resources

Does the institution have financial resources and the ability to hire adequate advising staff based on enrollments? How does onboarding, training, and development occur for professional advisors and faculty? Include accountability measures as part of the discovery.

4. Technology Infrastructure

Does the institution have a technology infrastructure and platform to deliver consistent advising? Include student success platforms and technology as part of the discovery.

5. Data Support

Does the institution have the capacity to provide real-time data to support customized advising recommendations for students? Are advisors and faculty trained on how to use data for decision making such as examining disaggregated data?

6. Academic Policies and Procedures

Does the institution have clearly defined policies and procedures to guide and support the delivery of consistent academic advising practices? What policies and procedures impact advising practices and student behaviors?

7. Student Learning Outcomes (SLOs) for Advising

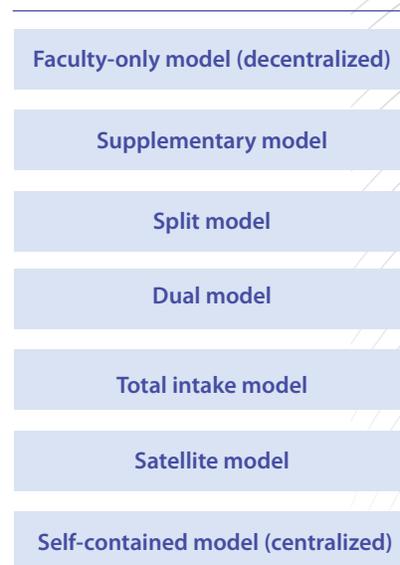
How does the institution measure achievement of SLOs related to advising?

AFTER SYNTHESIZING THE FACTORS that need to be in place to plan and organize academic advising structures, the appropriate organizational models can be considered. Institutional leaders can determine the best fit structure for academic advising based on Habley's (2004) taxonomy of seven organization models.⁷

1. **Faculty-only model (decentralized).** All students are assigned to an instructional faculty member for advising with no existing advisement office.
2. **Supplementary model.** All students are assigned to an instructional faculty member for advising. The advising office provides general information and referrals. Advising transactions must be approved by faculty.
3. **Split model.** The advising office advises undecided and underprepared students, and students with majors are assigned to faculty advisors.
4. **Dual model.** A professional advisor provides general requirements, procedures, and policy information. Faculty advisors advise on matters relating to the major.
5. **Total intake model.** Advising units advise all students until they meet specific pre-program requirements. Faculty advisors are assigned once pre-requirements are completed.
6. **Satellite model.** Each school, college, or division has established an approach to advisement.
7. **Self-contained (centralized).** Advising for all students is done by primary-role staff in a centralized unit.

The effectiveness of advising delivery and practices is determined by the model's fit with institutional culture and capacity. For example, an advising structure deployed in a public, minority-serving institution may not apply to an advising framework used in a private institution. Based on Habley's (2004) taxonomy, the structure and organization of advising can be adapted to any type of institution such as public, private, community, research, liberal arts, Historically Black Colleges and Universities (HBCUs), and other minority serving institutions (MSIs).

Figure 9. Habley Taxonomy of Seven Organizational Models



⁷ Habley, W. R. (November 1983). Organizational Structures for Academic Advising: Models and Implications. (pp. 535-540.) College Student Personnel. 24(6).

Organizational Structure for Academic Advising

ACTION TIP 1 Identifying a Best-Fit Advising Framework

As institutional leaders determine the best-fit model per the type of institution (e.g., public, private, community, research, liberal arts, HBCU), it is highly recommended that institutions tailor the first-year advising experience to acknowledge the critical adjustment and transition issues that first-year students face.

Customized academic advising can be deployed as part of a cohesive, blended framework that uses two-tier advising for first-year students, as illustrated in Figure 10.

Figure 10. Two-Tiered Advising



Tier 1: Centralize academic advising as part of a first-year experience by utilizing primary-role advisors and standardizing processes at the institutional level.

ADVISOR'S ROLE (YEAR ONE)

Examples of Tier 1 advising activities in the first year include:

- A comprehensive review of expectations for student learning outcomes of advising
- Orientation to and utilization of tools and resources
- Proactive and holistic student guidance
- Intrusive academic advising sessions
- Early alert and intervention initiatives
- A universal review of academic program requirements, policies, and procedures
- An integrated plan for academic and social support services
- The exploration of degree programs, major clarification, and selection
- The exploration of career pathways and goals
- Campus referrals and activity support for health and financial wellness
- Navigating cultural, diversity, inclusivity aspects of college life
- Financial literacy and the impact of time-to-degree on student loan debt

Tier 2: Primary-role advisors collaborate with major/departmental faculty to deliver specific and tailored coaching interactions during the first year.

PRIMARY-ROLE ADVISOR'S ROLE (YEAR ONE)

Examples of tier two advising activities in the first year include:

- Provide connections and experiential learning opportunities (study abroad, undergraduate research, practicum)
- Review of student learning outcomes of faculty coaching and mentoring
- Research guidance and understanding of scholarly resources
- Exploration of academic and career pathways
- Introduction to internship requirements and industry expectations
- Wide-ranging information on student professional development and growth

As previously stated, it is critical to organize a comprehensive academic framework linked to the institution's mission, strategic goals for advising, and student success. It is equally important to establish delivery practices that include operational efficiency.

The concepts of designing and implementing a comprehensive advising framework need to emerge from a process of active planning, establishing clear and well-defined goals and student learning outcomes, and providing wide-ranging consideration through the lens of students.



ACTION TIP 2 **The Student Voice**

It is vital to include the student voice when selecting the advising model for the advising framework. It is valuable to conduct focus groups with students to solicit their input on improving advising delivery. This can be accomplished by asking a few students to sit on the planning committee or by conducting focus groups that include representation from different subpopulations within each of the classifications (e.g., freshman, sophomore, junior, and senior).

In developing any advising delivery framework, plans need to include protocols for academic advising components across each year for two-year institutions and four-year institutions. The framework and protocols must comprise standardized processes, efficiency in advising delivery, standard advising policies and procedures, and an environment where CQI is valued.

Advising Activities and Processes for Year Two and Beyond

Academic advising beyond the first year will mirror and build upon first-year student learning outcomes. While students become more independent after year one, the same interactions should occur between advisors (primary-role and faculty) and students. Depending on advising capacity and institutional infrastructure, the framework can remain intact. Students can receive the same level of advising activities with phased-in activities relevant to their progress.

Examples of advising activities for students matriculating to upper-class levels include:

- Assisting with managing progress toward a degree
- Providing in-depth knowledge of academic curriculum and course guidance
- Recommending relevant academic support services

- Identifying problem-solving strategies to improve grades
- Developing and refining individual career goals in selected degree program(s)
- Providing coaching/mentoring and networking support
- Recommending peer mentoring opportunities
- Providing life skills and ongoing guidance and support for career pathways and industry preparation
- Discussing transfer options to 4-year institutions, career placement, or graduate school enrollment

Guidelines for Creating Equitable Advising Caseloads

Several factors determine how institutional leaders can address academic advising caseloads. The variation in advising caseloads is influenced by institutional infrastructure and advisor capacity.

Understanding the advising service population is critical in helping leaders identify the best approach to determine equitable advising caseloads. The process for formulating caseloads considers student enrollment, the number of advising staff, and the capacity to provide holistic advising sessions. Research on developing caseloads for advising identifies specific variables that extend beyond demand and capacity estimates. NACADA, the global community for academic advising considered the premier source for advising practices, highlights views shared by Robins, who described the complexity of factors that surround determining equitable caseloads:⁸

“Direct comparisons of advisor caseloads in institutions of the same type (e.g., 2-year colleges; 4-year, public, bachelor-degree granting universities; 4-year, private, bachelor-degree granting colleges) with similar student populations, programs, or geographical area are complicated by differences in campus climate, politics, institutional mission and goals, and other factors.”

(Robins, 2013)

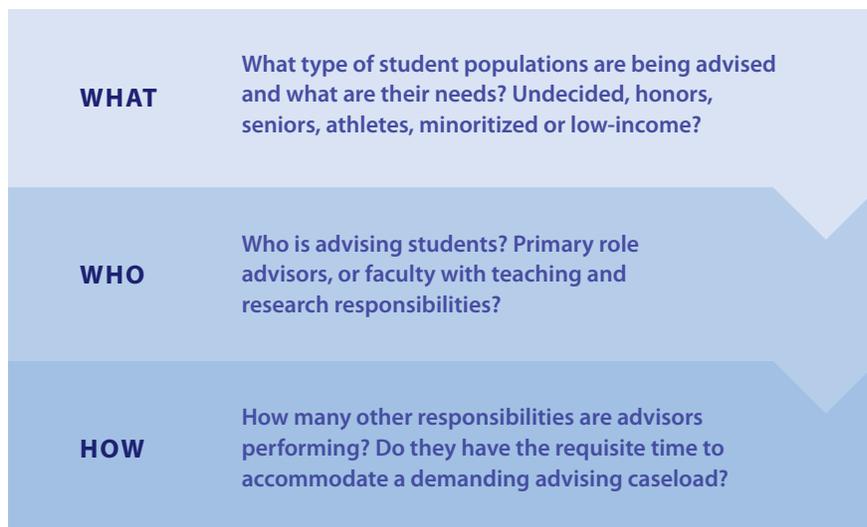
Thus, determining advising caseloads involves many considerations. Standards and guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS) state that “Academic advising caseloads must be consistent with the time required for the effective performance of the activity.”⁹ Further, Eric White, past president and former NACADA representative to CAS, recommends institutional leaders consider the questions identified in Figure 11 when developing advising caseloads.¹⁰

8 Robins, R. (2013). Advisor Load. Retrieved from <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx>

9 NACADA (2019). Advisor to Student Ratio/Caseload Resources. Retrieved from <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-to-Student-Ratio-Caseload-Resources.aspx>

10 Ibid.

Figure 11. Factors to Consider for Establishing Equitable Advising Caseloads



No “one size fits all” approach to establishing academic advising caseloads exists. The considerations of professional organizations such as CAS and NACADA present a starting point for institutions when determining advising caseloads.

Equity, Diversity, Inclusion, and Social Justice in Academic Advising

The planning process is an opportunity to integrate policies and practices centered on equity, diversity, inclusion, and social justice. Institutions that champion the success of all students, particularly minoritized and low-income students, embed diversity and inclusion in their mission and core values. Cultural competency training for advisors will bring new perspectives in advising service delivery. Further, training for advisors to use data to identify achievement gaps can aid in mitigating inequities. Professional development can equip advisors to meet students “where they are” and offer them pathways to attaining their goals.

Topics to foster equity, diversity, inclusion, and social justice in advising include:

1. Building cultural competency skills for advisors to engage with students to help confront issues of equity, diversity, inclusion, and social justice
2. Demonstrating cultural competency as an integral part of academic advising and student success program initiatives
3. Identifying methods of assigning academic advisors to students from varying socioeconomic backgrounds

Utilizing Process Mapping in a Framework for Academic Advising

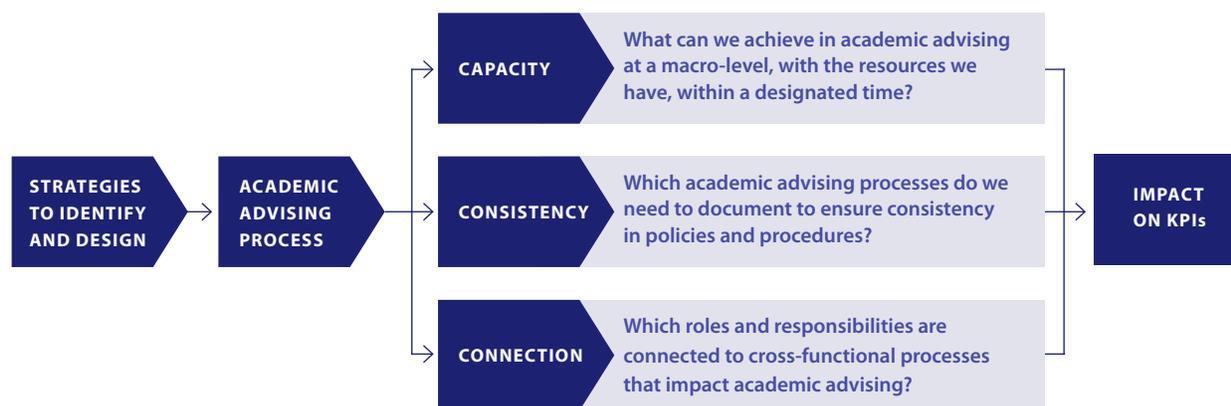
Process mapping employs methods that standardize and document activities and can be applied as part of a CQI strategy in academic advising and implementing high-impact student success initiatives. For example, institutions can design and implement a standard of practice for academic advising that can transform advising delivery, enhance the student experience, and improve student outcomes. Institutional stakeholders must understand how and when advising activities occur over an academic year. Mapping the process facilitates this ability.

Process mapping in the context of CQI allows institutions to:

1. Map out advising processes, policies, and procedures centered on student success goals
2. Identify weaknesses in institutional processes, policies, and/or practices
3. Identify capacities that impede or accelerate the transformation of academic advising
4. Understand issues of access and equity for underrepresented students
5. Create a culture of CQI to support student success in the short and long-term

Process mapping can be deployed as a technique to identify, design, and document policies and procedures. The first step in process mapping is to hypothesize the three key elements or Three C's (capacity, consistency, and connection), as described in Figure 12.

Figure 12. 3C Elements of Process Mapping



Mapping the advising process enables institutions to:

1. Create alignment of academic advising operations to the strategic plan and systemic integration of strategies to support institutional mission and vision
2. Illustrate a shared academic advising mission that is student-centered and aligns with the delivery of holistic academic support and student professional development
3. Perform assessment and evaluation of academic advising initiatives between the current state and future state of processes
4. Apply insights and learnings to drive transformation

Benefits

Process mapping encourages a culture of governance and accountability that yields tangible advantages. Its benefits can illustrate a standard of practice to:

- Produce a platform for stakeholder engagement and communication. Institutions can collectively apply a solution-oriented lens to academic advising
- Generate cross-functional collaboration to bolster team-oriented mindsets and behaviors, build a partnership culture, and improve communication at both macro and micro levels
- Provide ways to use data to improve advising delivery and outcomes, such as closing equity gaps and deploying timely interventions
- Document advising policies, procedures, and artifacts for accreditation
- Measure processes for efficiency and establish benchmarks to manage operations and workflow
- Offer a framework to build new advising initiatives

When properly executed, this strategy offers institutions a transparent and supportive framework to transform academic advising and student success initiatives.

Strategic Budgeting Process and Conditions to Support Academic Advising

- Senior leaders can offer structure and guidelines to the strategic budgeting process that generates a transparent, bottom-up approach for developing operational budgets to support academic advising units.
- Allocation methods for creating operational budgets should align with the institutional strategic plan, data-informed decision-making (e.g., enrollment, retention trends), and be justified by performance goal projections and advising student learning outcomes.
- The budget request should address the resources needed to implement the plan, such as funding positions to achieve desired advising caseloads.

Onboarding, Training, and Development for Academic Advising

Academic Advisor Hiring, Training and Development

- Expanding efforts to develop a robust onboarding process for primary-role and faculty advisors is crucial. A formal structure as part of new employee orientation will establish a valuable foundation to standardize expectations and training.
- This approach requires coordination with the Office of Human Resources and can be offered as a customized segment for onboarding advisors.
- It is essential to develop a guidebook for new hires to learn policies, procedures, service level practices, and cross-functional impact areas. Leaders must create transparent and progressive career paths and career advancement opportunities to retain advisors.

New Hire Training on Advising Policies and Procedures

- Best practices in onboarding new advisors incorporate training about policies and procedures related to advising.
- This training should encompass policies and procedures that cover common student services such as financial aid, student affairs, and information technology. Data literacy is an essential skill for understanding equity and the unique needs of students.
- Training in the use of data and information is recommended for staff to effectively use data in decision making and planning student success initiatives.¹¹ Likewise, the widespread use of data demands advisors are well trained in federal, state, and institutional compliance laws, mandates, and other regulations that govern student rights and institutional responsibilities.
- Compliance training should be embedded in onboarding for new advisors to address the following topics:
 - Family Educational Rights and Privacy Act (FERPA)
 - Health Insurance Portability and Accountability Act (HIPAA)
 - Compliance with the Americans with Disabilities Act (ADA)
 - NCAA initial-eligibility standards for incoming freshmen and transfer students, and progress-toward-degree standards

Competencies

The advising environment must cultivate high standards for advising principles and values. Institutional leaders can adopt and employ the NACADA Academic Advising Core Competencies Model as part of academic advisor onboarding, as illustrated in Figure 13. This model will help institutions cultivate a sense of community, provide understanding, knowledge, and support to strengthen the academic advising campus community. The NACADA Academic Advising Core Competencies Model conceptual underpinnings identify three key modules to drive excellence among employees in the academic advising profession.^{12, 13, 14}

Figure 13. NACADA Academic Advising Core Competencies Model



11 Swing, R. L., and Ross, L. E. (2016). Statement of Aspirational Practice for Institutional Research. Association for Institutional Research, Tallahassee, Florida. Retrieved [date] from <http://www.airweb.org/aspirationalstatement>.

12 NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. Retrieved

13 See supplemental resource for additional training and professional development at the end of this section

14 See supplemental resource for academic advisor training needs assessment.

Use of this framework can provide campus-wide understanding and knowledge based on three primary competency areas:

1. Conceptual

Offers context and clarity of academic advising service delivery. It encompasses concepts and theories of understanding for advisors to guide students effectively.

2. Informational

Upholds the significance of academic advising. It underscores the program and curriculum knowledge advisors must utilize to guide and support students at their institution.

3. Relational

Strengthens the skills that enable academic advisors to convey advising concepts and information to their advisees as a primary component of advisor-student interactions and student development.¹⁵

The academic advising framework in this section focused on implementation strategies. It established the essential components for re-envisioning academic advising. Implementing a comprehensive academic advising framework requires a well-designed model.

Supplemental Resource for Training and Professional Development

Frequent training sessions will provide consistency in processes and procedures and reinforce advising service improvements. Training and development are also useful for succession planning to reduce knowledge gaps during transitions.

Examples of Campus-wide Training and Development

Training frequency is noted as semester training (S) or annual training (A).

- Cross-functional training to include faculty and primary-role advisors and other student success practitioners at least once per semester. **(S)**
- Workshops to foster knowledge exchange, information sharing, and strategies to implement new policies and procedures. **(S) (A)**
- Degree program audit training. **(A)**
- Process and policy for transfers and non-traditional students. **(A)**
- Data utilization for decision making and understanding student attainment gaps. **(A)**
- Compliance training on the Family Educational Rights and Privacy Act (FERPA). **(A)**
- Compliance training on the Americans with Disabilities Act (ADA). **(A)**
- Compliance training on NCAA regulations for initial-eligibility standards and progress-toward-degree standards. **(A)**
- Student success information systems and technology platform training. **(A)**
- Assessment of strategic planning and CQI strategies. **(A)**

¹⁵ NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>

- Professional and advanced certification training and career paths. (A)
- Effective and best practices. (S) (A)
- How to engage in conference and research presentations. (A)

Supplemental Resource for Academic Advisor Training Needs Assessment

It is important to conduct a training needs assessment for academic advisors. This series of questions can facilitate the discovery of targeted topics for professional development.

1. How is a shared definition or philosophy of advising used to train advisors effectively?
2. How does the institution provide consistent training and development to academic advisors? Is there one student success administrator to provide training oversight or a team responsible for cross-functional training?
3. How is CQI embedded in advisor training sessions? What are the measures of success?
4. How are advisors consistently trained in the development of core competency skills? How is this process evaluated?
5. How are advisors trained on the referral process for student affairs conduct policies?
6. How is academic advisor training coordinated with the office of institutional effectiveness or assessment office? Is there cross-functional collaboration?
7. What is the process for academic advisors to request training and professional development?
8. Is there an existing process for academic advisor certification training? If so, what is the process for academic advisors to receive advanced certification training? If not, what steps can the institution take to develop standardized certification training?

The next section will describe several strategic data elements that are valuable for decision making and supporting student success.



Section 4

Institutional Effectiveness and Data Utilization

Data Utilization and Analytics Segment

Data are abundant on college campuses, and, like any other strategic goal with measurable outcomes, advising effectiveness is best gauged through the systematic collection of relevant indicators. These data should reflect the advising delivery population, service quantity, service quality, and measures on overarching student success goals. Enrolling, retaining, and graduating students capped with post-college outcomes of employment or graduate school serve as key performance indicators (KPIs) that evaluate institutional performance.

Credit: Eastern Washington University

Institutional leaders must have historical trend data for these outcomes and preliminary measures that reflect actual performance at the earliest time possible. Knowing where the institution stands overall is essential to shaping student success outcomes. The detail is critically important. Data must have the granularity to measure performance within student sub-populations so that leaders can achieve equity in outcomes for all students.

Fortunately, data and tools are available to provide early reporting on KPIs. Reporting on leading indicators, those that correlate with outcomes and KPIs supply actionable data to influence these outcomes while they are taking shape.

The monitoring of early momentum indicators (e.g., credit accumulation, gateway course completion, and term-to-term retention) and progression sourced from best practices helps students get off to a good start in their educational journeys and supports timely completion. Therefore, student success measures can be gauged with surprising accuracy long before they are reported for compliance.

Paired with tracking advising activity and early momentum, the widespread use of data helps keep advising front-of-mind for academic leaders, faculty, and staff. Advising can significantly influence outcomes. When performance expectations are clear, measurable, and monitored, effective teams will strive to achieve them.

Frequent review of the early momentum indicators communicates the importance of achieving advising goals and underscores their impact on student success. Thus, regular examination of student success metrics for near-term measures, long-term measures, and advising operations can support student success goals at transformational levels.

Strategic Data Elements for Senior Leadership

Several strategic data elements at the institutional level are valuable for decision-making and supporting student success. Operational measures of advising activities speak to the frequency and extent of advising services, advisor caseloads, and academic performance and engagement of advisees.

Undoubtedly, advising positively impacts students, and understanding that impact is possible through the deliberate use of the student information system.

The prerequisite to creating this capability in the data is to capture each student's advisor assignment in the student record.

The advisor-of-record is a critical data element that provides the data needed to measure advising caseloads and examine them for equitable distribution and balance.

With the advisor-of-record established, advising sessions can be entered to document the date and purpose of visits using coding systems or comments. These data become the basis for examining whether advising has occurred, measuring how frequently it has happened, and understanding student performance by and across advisors. Data about student satisfaction and the advising experience can be very insightful when examined across advisors.

Long-term measures assess student and institutional success and reflect goals commonly tied to institutional and strategic plans. While first-year retention, graduation rates, time to degree, and career and graduate school placement are lagging indicators, each has preliminary measures that speak to progress with student success.

The preliminary measures often provide the worst-case scenario for the outcome. For example, four-year graduation rates set the floor for the six-year graduation rate measure and provide an early signal to progress.

Moreover, these data are instrumental in informing leaders about attainment gaps across the spectrum of student sub-groups and demographics, such as minoritized race/ethnic groups, gender, age, low-income, and first-generation.

Other disaggregation variables include major, entry origins, readiness levels, new student type (e.g., first-year student or transfer), and enrollment intensity. Likewise, intervention tracking is necessary to understand which services are having an impact and who uses them.

Disaggregating the long-term measures by sub-groups provides essential information about student success and equity: who is finishing and who is not.

On the other hand, near-term measures provide student success measurements that can signal students are meeting criteria that support timely completion. This group of leading indicators is an intuitive set, and research identifies these metrics as representing early momentum that supports on-time degree completion.

Monitoring credit loads to ensure full-time students enroll in fifteen credits per semester supports the amount of enrollment intensity needed for bachelor's degree completion in four years or less.

Completion of gateway courses in mathematics and English is a critical measure of student momentum. Gateway course completion shows a progression towards timely degree completion.

Likewise, overall course completion rates can indicate bottlenecks and progression issues resulting from a gateway or other high failure courses. Identification of high-failure rate courses allows institutions to focus efforts on planning and deploying interventions to promote course-level success. Lastly, credit accumulation rates and credit completion ratios are essential measures that show the proportion of students who accumulate credits at desired thresholds and the extent to which they pass the courses they attempt.

Near-term measures are actionable and provide indications of early momentum that ensure students are progressing on their educational journey.

Strategic and Operational Student Success Metrics

MEASURE	ADVISING OPERATIONS	NEAR-TERM INDICATORS (LEADING)	LONG-TERM INDICATORS (LAGGING)
Advising Caseloads	×		
Advisor Sessions	×		
Student Satisfaction	×		
Student Services Utilization	×	×	
Co-Curricular Activities	×	×	×
Major Selection		×	
Credit Load		×	
Course Completion		×	
Credit Accumulation		×	
Gateway Course Completion		×	
Retention (Enrollment)	×	×	×
Persistence		×	×
Graduation Rates			×
Time to Degree			×
Career Placement			×
Cohort Default Rate			×

Several of these measures can serve as KPIs, particularly those which measure primary outcomes. Others are candidates for leading indicators for regular monitoring to ensure that activities occur at the level needed and time point in the student journey. For example, fall to spring retention is a leading indicator of first-year retention. Both are measured, in part, by early-term registration activity until the institution reaches its census enrollment and officially measures retention. Likewise, success rates in developmental or first-year gateway courses will correlate with the number of students achieving early momentum. As stated previously, there is no shortage of data to track measures that speak to student success.

It is vital to measure what matters frequently and in time to impact students who need assistance, added support, redirection, or other resources when they need it.

Integration of Post-Secondary Data Partnership (PDP) focusing on specific KPIs

Focusing on key performance indicators is critical to understanding and increasing student success. The institutional research team is, by far, the primary producer of metrics for student success on college campuses. Yet, many institutional research offices have lean staffing and are challenged to meet compliance or high stakes reporting and the growing data and analytics needs of various campus stakeholders.

There are solutions for increasing institutional research capacity to support student success.

The National Student Clearinghouse provides one such solution through its Postsecondary Data Partnership (PDP) with participating colleges and universities.

The National Student Clearinghouse promotes institutions' use of the PDP to empower them with more comprehensive data, easier analysis, centralized reporting functions, and better visual representations to help understand, improve, and communicate student outcomes.¹⁶

The PDP student success metrics align with over a decade of research summarized by the Institute for Higher Education Policy (IHEP) that recommends a framework to capture metrics for access, progression, completion, cost, and post-college outcomes that can inform college decision making, policy design, and improve student success.¹⁷ Resources are available to help institutions get started, such as online data submission guides, templates, videos, and a PDP academy

The State Higher Education Executive Officers Association (SHEEO) has created a Postsecondary Data Partnership Guidebook as a public resource for higher education professionals to support adoption through additional technical assistance that includes support documents, best practices, and information sessions and webinars.¹⁸ Thus, integrating the PDP into the cadence of reviewing data for student outcomes can provide a consistent strategy for student success leaders to obtain data, share the student success story, and monitor success with sustainable capacity.

The PDP helps institutions capture data needed to measure key performance indicators related to student success and provides reporting to monitor these data and share them with campus stakeholders.¹⁹ The PDP measures near-term and long-term indicators for student success with metrics for momentum by cohort. Additional measures supply institutional metrics for degree completions and time to degree. Persistence data are longitudinal and track if students complete at the reporting institution or elsewhere.

The PDP creates dashboards to visualize progress with student outcomes using a national metrics framework described earlier. Institutions report data for all new students, which

16 National Student Clearinghouse. Postsecondary Data Partnership.

17 Institute for Higher Education Policy (2016). *Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework*. Retrieved from [ihp_toward_convergence_low_2b.pdf](https://www.ihep.org/toward_convergence_low_2b.pdf)

18 State Higher Education Executive Officers Association. *Postsecondary Data Partnership Toolkit*. Retrieved from <https://sheeo.org/postsecondary-data-partnership-toolkit/>

19 National Student Clearinghouse. Retrieved from <https://www.studentclearinghouse.org/colleges/pdp/pdp-data-driven-insights/>

provides a more holistic view of the population that cannot be discerned from compliance reporting data alone. Dashboards can be disaggregated to understand performance in student sub-populations and demographics, including student type, race/ethnicity, Pell recipients, first-generation students, and age groups. Data can also be examined using attributes such as academic preparedness, attendance status, GPA range, and progress thresholds. Analyses include visualizations that display attainment gaps among student subgroups. Institutions also receive a data file that is ready for analysis.

Postsecondary Data Partnership Dashboard Metrics

METRIC	MEASURE
Enrollment	Access to higher education
Gateway Course Completion	Completion rates of gateway courses in mathematics and English
Credit Accumulation Rate	The proportion of students earning sufficient credits in their first year and progressing toward credential completion
Credit Completion Ratio	The ratio of credits earned to credits attempted by students
Retention and Persistence	The percentage of students who either re-enroll or complete at the initial institution (retention), transfer, or complete elsewhere (persistence)
Transfers	Percentage of students who transfer and the outcomes after they transfer
Outcome Measures	Completion rates and earned credentials at two-, four-, six-, or eight-year intervals for enrolled students and students no longer enrolled at the initial institution
Credentials Conferred and Time to Credential	Number of credentials earned in a year, and the average time accumulated for completion
Benchmarking	Comparisons on outcomes to peer institutions by state, Carnegie classification, and others

Adapted from National Student Clearinghouse.²⁰

The analysis-ready file includes all outcome measures disaggregated to the student level. The disaggregated file allows institutions to see student-level performance and link to other institutional data for subsequent analyses. Benchmarking data provide comparisons with other institutions. All data is sourced from cohort and course data files provided by the institution and are supplemented by the National Student Clearinghouse with data from its enrollment and degree reporting activities.

While the PDP offers many benefits, institutions can create most student success PDP metrics using the IHEP Field Driven Metrics Framework published by Janice and Voight (see Appendix 1).

Developed from over ten years of research, the Field Driven Metrics Framework provides key metrics about institution performance across five specific categories: access, progression, completion, cost, and post-college outcomes.²¹

²⁰ National Student Clearinghouse. <https://www.studentclearinghouse.org/colleges/pdp/pdp-data-driven-insights/>

²¹ Janice, A. and Voight, M. (2016). Towards Convergence: A Technical Guide for the Postsecondary Metrics Framework. Institute for Higher Education Policy. Retrieved from www.ihep.org/research/publications/toward-convergence-technical-guide-post-secondary-metrics-framework

The performance metrics in the framework provide student success metrics and beyond. The metrics collectively address student performance and outcomes throughout the higher education journey. In addition to building the framework, IHEP has created a guidebook to assist institutions produce these metrics using data they already have and IHEP templates created in Microsoft Excel.²²

Hence, institutions can obtain key student success measures through the Post-Secondary Data Partnership or produce the metrics at no cost using their own data templates provided by the Institute for Higher Education Policy.

“...institutions can obtain key student success measures through the Post-Secondary Data Partnership or produce the metrics using their own data at no cost using templates provided by the Institute for Higher Education Policy.”

The Postsecondary Data Partnership effectively measures the Field-Driven Metrics Framework elements and provides many benefits to institutions to support their student success reporting. The PDP provides reporting that allows for early intervention for off-track students, focuses on measures grounded in over a decade of research, provides for comparison across institutions, and reduces the reporting and analytics burden on institutional research staff. Moreover, the PDP helps institutions share their student success data with relevant stakeholders to be described later.

Recommendations for Reporting Capabilities for Student Success

The democratization and use of data on campus are increasingly important as front-line staff and leaders need access to data to understand student success outcomes and impact them with metrics at the operational level. Equally important is collecting evidence to understand the impacts of interventions and alerts. Institutions can accomplish this with a number of tools and approaches.

²² Institute for Higher Education Policy. Postsecondary Data GPS. Retrieved from <https://datagps.ihep.org>

Whether an institution develops its own system with employee skill sets and talent or obtains a vendor solution and consulting services, the system should have the following capabilities:

Reporting Capabilities and Use Cases

CAPABILITY	USE CASES
Dashboards and data visualizations with anytime anywhere access	Summarize operations for leading indicators with prior year comparisons, point-in-time comparisons, and progress to targets. Filter and disaggregate data to populations of interest
Operational reports in a self-service format	Regular access to measures that cross-functional units track for high-volume activities such as advising, pre-registration, mid-term grades, internship placements, referrals for interventions, application for graduation, or other workflow metrics
Access to underlying data	Allow access to the detail for validation, student outreach, and datasets for research
Export of data visualizations	Communicate progress easily for department or institutional update and meeting
Data integration	Integrate data from new or disparate systems such as learning management systems or survey data
Predictive analytics and early alerts	Identify at-risk students in real-time via alert systems

Data may source from disparate systems, but effective data integration will tie data together for more holistic analysis and understanding. Advising activities offer incredible opportunities to influence student success outcomes and understanding, and communicating these impacts helps achieve student success.

Setting KPIs with appropriate thresholds can lead to goal achievement and transformational change in student success. Effective reporting capabilities can equip student success leaders with data to measure the impact of campaigns and services and serve as the basis for continuous improvement.

The last topic in this section will describe ways institutions can share data with campus stakeholders.

Approaches for Communicating the Utilization of Data Throughout the Campus

The vast amount of student success data on campuses has little value if it is not shared. All areas on campus need access to insightful data to help understand student outcomes and design strategies for improvement. Data utilization is key to progress, and campuses can take a number of approaches to communicate the ways stakeholders use data and showcase how it is making a difference.

A growing strategy is to increase data democratization at the institution by expanding the definition of decision-makers. In the *Statement of Aspirational Practice for Institutional Research*, Swing states that “other decision-makers include students shaping their own experiences, faculty shaping their teaching and interactions with students, and staff shaping program design and direct interactions with students.”²³ Thus, the widespread use of data by institutional stakeholders can foster student success.

- Data champions can serve as powerful voices in advocating for data use by showing the connection between data and student outcomes.
- Chief institutional research officers can be a voice at the table during discussions surrounding strategy and resources. The chief information officer and the chief institutional research officer serve key roles in creating a data governance structure to set controls around data privacy and security, data quality, and data integration. This supports effective data use on campus and builds assurance that data are handled properly.
- Institutional research staff can train others in data use and definitions to build data literacy and increase the number of staff who have access to information and tools for analysis.
- Data partnerships such as the PDP described earlier can expand institutional research capacity by giving others such as advisors and student affairs professionals access to dashboards and reports that help tell the student success story.
- These strategies can build a networked institutional research function beyond the staff in the institutional research office.

Another way that institutions can promote the use of data on campus is to create cross-functional data teams that can examine data through a diverse lens to solve problems.

For example, advisors, faculty, student affairs, enrollment management, financial aid, and institutional research functions combine to form a broad institutional perspective to address issues. Cross-functional teams such as these can begin their meetings with a review of data that spurs informed discussion and decision making.

Further, Gagliardi and Turk state, “they can help better communicate insights to senior leaders from diverse perspectives that can help extract the most value from data and insights in ways that facilitate action.”²⁴ Beginning with clear research questions that seek to measure and support student success can support a student-focused paradigm shift.²⁵

23 Swing, R. and Ross, L. (2016). Statement of Aspirational Practice for Institutional Research. Association for Institutional Research. Retrieved from <http://www.airweb.org/aspirationalstatement>

24 Gagliardi, J. and Turk, J. (2017). The Data Enabled Executive: Using Analytics for Student Success and Sustainability. American Council on Education. Retrieved from <https://www.acenet.edu/Documents/The-Data-Enabled-Executive.pdf>

25 Ibid.

This shift can focus data use on telling the student story, what shapes it, and how it can be guided toward heightened levels of success. Leveraging existing staff, messaging, and structures are valuable approaches to grow and expand data use to support student success.

Finally, leaders can set the tone by serving as models of data-informed strategy and decision making. The strategic planning and budgeting processes reflect an institution's highest priorities. They signal to faculty and staff what the institution values and the direction in which it seeks to move. Including bold goals for student success in the strategic plan will undoubtedly give rise to KPIs that involve activities related to advising. Monitoring strategic plan goals and objectives through visible and frequent tracking of KPIs and their success drivers is an opportunity to unite the campus around common goals. Further, it can show the impact that operational activities and data have on outcomes and elevate functions that directly affect advising. Institutions are accountable to governing boards and accreditors for the plans they create, and as such, visibility in the strategic plan is often accompanied by resources. When executed with fidelity and shared transparently with frequent updates, strategic plans and the accompanying goals, objectives, and KPIs created to accomplish them can energize and unite campus stakeholders to work collaboratively to achieve them.

The final section of this guidebook focuses on planning for long-term sustainability in academic advising. We will also discuss transformation readiness and sustainability during periods of disruption, such as the COVID-19 pandemic and the societal response to systemic racism and classism.



Section 5

Planning for Long-Term Sustainability in Academic Advising

Advising sustainability requires vision and capacity building in policies, processes, resources, and structures to achieve future goals. Components of sustainability include demonstrating the capacity to maintain student success operations, academic advising staff, and program and revenue support beyond any acquired external funding.

Critical aspects in preparing for sustainability include robust planning and transformation readiness to respond to evolving change. This guidebook presented key opportunities for creating mechanisms to stand up an advising model infused in best practices. These include mapping advising processes centered on student success, ensuring equitable outcomes for all students, implementing evidence-based practices to accelerate transformation, and creating a CQI culture.

Long-term growth and sustainability are integrated into the strategic planning process. Advising leaders are responsible and accountable for focusing on policies, budgets, and comprehensive improvements to sustain the advising program. Methods to allocate budgets for advising operations should align the request to the institutional strategic plan and performance metrics. However, leaders must justify requests with projections that promise to meet or exceed performance targets. It is important to address the resources needed to fund a best-in-class operation equipped with such attributes as the optimal number of advisors, equitable advising caseloads, and training to avert knowledge gaps. The associated costs will prove to be a prudent investment. The increase in revenue from the increase in retention will provide an ROI that justifies the expenditures.

Effective hiring and a well-developed onboarding process that instills core competencies will manage transitions and minimize disruption caused by personnel changes. Lastly, leaders should avoid the use of non-recurring revenues for personnel or other recurring expenses. Instead, they should use grant dollars to pay for major one-time expenses such as equipment, supplies, or conference travel.

Dimensions of Sustainability for Academic Advising Operations

Section 5 describes the dimensions of sustainability needed for academic advising operations. The action-oriented strategies and solutions highlighted can drive continuous quality improvement and long-term growth and sustainability.

As summarized in Figure 14, these dimensions fall into four categories:



An additional component to sustain advising operations is planning for disruption, such as the COVID-19 pandemic and the societal unrest sparked by social injustice. In higher education and student success operations, transformation readiness has emerged as a critical capacity where institutions must pivot all operations to other modes to maintain academic advising service delivery and technology access for all students.

The risks that come from reactive leadership, insufficient capacity, and low agility in advising operations infrastructure could prove detrimental to student success and institutional performance.

Nevertheless, as illustrated in Figure 14, when dimensions of sustainability are applied through the lens of disruption, leaders have the requisite planning considerations to rapidly shift service modes.

Figure 14. Dimensions of Sustainability



Leaders must expand conventional planning and consider how to use existing resources in new and resourceful ways to respond to challenges brought on by disruption to normal operations.

If the recent events have taught institutional leaders anything, it is that disruption is likely to occur again and will impact each of the dimensions discussed in this guidebook.



Conclusion

The composition of institutional characteristics across the higher education landscape offers many variations of what success looks like in the context and delivery of holistic advising services. There is a broad range of factors that contribute to student success outcomes.

Key findings from the institutional scans point to colleges and universities identifying and implementing a diverse set of best practices to provide a cohesive student experience. While there are existing challenges for some institutions to define and illustrate a coherent plan to address equitable outcomes, efforts are underway to build plans that address this long-standing and systemic issue. Contrasting these findings with key components of strategic planning efforts helped conceptualize and frame the ASN Senior Leadership Guidebook.

This guidebook presented a high-level framework of factors and dimensions of advising redesign for college campuses to integrate with strategic planning efforts. Further, these recommendations offered tactics to drive the transformation of academic advising operations. This work included efforts to establish mission, vision, data utilization, and equity and sustainability goals for advising.

Institutions that invest the time, energy, and commitment to incorporating academic advising into strategic planning will influence near and long-term student success outcomes. The benefits will be widespread and serve student needs, institutional growth, and sustainability. The authors envision that the practical guidance and support offered to redesign or refine academic advising help elevate student success and accelerate transformation on college campuses.

Key Takeaways

- 1 **Leaders must expand conventional planning** and consider how to use existing resources in new and resourceful ways to respond to challenges brought on by disruption to normal operations.
- 2 If the recent events have taught institutional leaders anything, it is that **disruption is likely to occur again** and will impact each of the dimensions discussed in this guidebook.
- 3 This guidebook presented a **high-level framework of factors and dimensions of advising redesign** for college campuses to integrate with strategic planning efforts.
- 4 These recommendations offered **tactics to drive the transformation of academic advising operations**.
- 5 Institutions that invest the time, energy, and commitment to incorporating academic advising into **strategic planning will influence near and long-term student success outcomes**.
- 6 The **benefits will be widespread** and serve student needs, institutional growth, and sustainability

Appendix 1

Institute for Higher Education Policy Field-Driven Metrics Framework

	ACCESS	PROGRESSION	COMPLETION	COST	POST-COLLEGE OUTCOMES
Performance	<ul style="list-style-type: none"> Enrollment 	<ul style="list-style-type: none"> Credit Accumulation Credit Completion Ratio Gateway Course Completion Program of Study Selection Retention Rate Persistence Rate 	<ul style="list-style-type: none"> Transfer Rate Graduation Rate Success Rate Completers 	<ul style="list-style-type: none"> Net Price Unmet Need Cumulative Debt 	<ul style="list-style-type: none"> Employment Rate Median Earnings Loan Repayment and Default Rates Graduate Education Rate Learning Outcomes
Efficiency	<ul style="list-style-type: none"> Expenditures per Student 	<ul style="list-style-type: none"> Cost for Credits Not Completed Cost for Completing Gateway Courses Change in Revenue from Change in Retention 	<ul style="list-style-type: none"> Time/Credits to Credential Cost of Excess Credits to Credential Completions per Student 	<ul style="list-style-type: none"> Student Share of Cost Expenditures per Completion 	<ul style="list-style-type: none"> Earnings Threshold
Equity	<ul style="list-style-type: none"> Enrollment by (at least) Preparation, Economic Status, Age, Race/Ethnicity 	<ul style="list-style-type: none"> Progression Performance by (at least) Preparation, Economic Status, Age, Race/Ethnicity 	<ul style="list-style-type: none"> Completion Performance by (at least) Preparation, Economic Status, Age, Race/Ethnicity 	<ul style="list-style-type: none"> Net Price and Unmet Need by (at least) Economic Status, Preparation Age, Race/Ethnicity Debt by (at least) Economic Status, Age, Race/Ethnicity, Completion Status 	<ul style="list-style-type: none"> Outcomes Performance and Efficiency by (at least) Preparation, Economic Status, Age, Race/Ethnicity, Completion Status

Key Student Characteristics

- Enrollment Status
- Attendance Intensity
- Credential-Seeking Status
- Program of Study
- Academic Preparation
- Economic Status
- Race/Ethnicity
- Age
- Gender
- First-Generation Status

Key Institutional Characteristics

- Sector
- Level
- Credential/Program Mix
- Size
- Resources
- Selectivity
- Diversity
- Minority-serving Institution (MSI) Status
- Post-traditional Populations
- Modality

Source: Janice, A. and Voight, M. (2016). *Towards Convergence: A Technical Guide for the Postsecondary Metrics Framework*. Institute for Higher Education Policy. Retrieved from www.ihep.org/research/publications/toward-convergence-technical-guide-postsecondary-metrics-framework



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