



RESEARCH BRIEFS

Mapping High-Impact Practices to Advising

Introduction to Research Briefs in the Series, Mapping High-Impact Practices to Advising

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Advising is a widespread and prominent practice in higher education. Described as the “[connective tissue](#)” in students’ college experience, advising provides support, structure, and cohesion in undergraduate education (Advising Success Network, n.d). However, it has yet to fully realize its potential for supporting student learning, development, equity, and success. In part, this limitation is due to outdated yet persistent models for and beliefs about advising as a *transactional practice* rather than a *holistic approach*, which attends to issues of financial, emotional, and interpersonal well-being, and supports students in achieving their personal, academic and career goals. Advising must also provide a safe space for students’ lived experiences, especially for students who have been historically marginalized in higher education such as low-income, Black, Latinx, Native American, Asian/Pacific Islander, and first-generation students. To ensure advising is a supportive component of equitable student success, it must be reconsidered in theory, reexamined in scholarship, and holistically redesigned in practice.

The Advising Success Network (ASN) is leading efforts to support educational change and improved outcomes through efforts to advance holistic advising. To inform these efforts and contribute to discussions about additional ways to enhance advising practice, ASN supported the study of advising

as a high-impact practice (HIP). As a popular approach to delivering deep, applied learning experiences that increase student outcomes, HIPs have come to signify a high-quality undergraduate education (Kuh & O’Donnell, 2013). Scholarly and practical literature on HIPs and the components that make them effective, offers a valuable framework to elevate advising as a tool for student learning, equity, and success (Keup & Young, 2022). The four research briefs in the series titled “Mapping High-Impact Practices to Advising” delve into the relationships between advising and HIPs to advance the conversation about holistic advising practice.

Specifically, these briefs examine the research, literature, and theory on HIPs and advising. Using existing national data sets, primarily student-level data from the National Survey of Student Engagement (NSSE) and program-level data from the National Resource Center for The First-Year Experience and Students in Transition, to present novel evidence of the relationships between holistic advising and HIPs. The briefs are organized into three themed topics that center and build on the advising and HIP relationship – *advising as a HIP*, *advising in HIPs*, and *advising into HIPs*. The fourth brief synthesizes the research needed to advance work on holistic advising and HIPs.

The four research briefs include the following:

- Issue 1: Examining Evidence for HIP Quality Dimensions and Academic Advising**
This brief uses NSSE data to examine evidence of how academic advising practices and students' experiences with advising reflect the eight HIP qualities.
- Issue 2: The Role of Advising in High-Impact Practices**
This brief examines the role of advising in the HIPs of first-year experiences and seminars and senior capstone experiences and explores how advising evolves over the course of students' undergraduate experiences.
- Issue 3: Advising as a Pathway to High-Impact Practices**
This brief clarifies the relationship between advising and participation in HIPs, interrogating and amplifying the equity potential embedded in this relationship, including how advising creates pathways for meaningful and equitable engagement in HIPs.
- Issue 4: Advancing the Study of Advising and HIPs: Next Steps**
This brief synthesizes findings across the first three studies, yielding new conclusions and implications for current practices in advising, revealing areas in which more research is needed to advance the line of inquiry around advising and HIPs, and charting next steps in higher education scholarship and practice.

This series explores a range of novel connections between advising and HIPs, elaborating on the multiple ways advising can be transformative in undergraduate education. By highlighting and interrogating the body of evidence and framing the rationale for the relationship between advising and HIPs, it is possible to inspire deeper research and elevate advising for its central role in fostering equitable learning and student success. As such, these briefs are intended to spark discussion and inquiry. They are not meant to serve as the "final word," rather, they seek to provide a foundation for examining the relationship between advising and HIPs, and to continue and advance the conversation in scholarship and best practice circles. We excitedly await the great work that comes next from the field to address and capitalize upon the relationships between advising and high-impact practices.

References

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About Research Briefs

Research briefs are published by the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, Columbia, SC. The mission of the National Resource Center is to support and advance efforts to improve student learning and transitions into and through higher education.