Introduction to the Advising Success Network: Trends in Advising
Introductions

Jennifer Keup, Ph.D.  Dallin Young, Ph.D.  Omari Burnside, M.Ed.  Chelsea Fountain, M.Ed.
Session Outline

• Introductions
• Formative Questions
• Evolution, Purpose & Potential of Advising
• Trends and Data of First-Year Advising
  • Break for Questions
• Introduce the Advising Success Network
• Summative Questions & Discussion
Session Outline

• Introductions
• Get-to-Know-You Activities
• Evolution, Purpose & Potential of Advising
• Trends and Data of First-Year Advising
• Introduce the Advising Success Network
• Questions

Join at

slido.com

#FYE2020
Go to: PollEv.com/CHELSEAF741
What is your role? How are you connected to advising?

Top
Why are you here (in this session) today?
Evolution, Purpose & Potential of Advising
what society thinks I do

what faculty think I do

what parents think I do

what my students think I do

what I think I do

what I really do
Over the years the focus and taxonomy of advising have evolved

Technology-Enabled Advising
- Technology at the center
- Point-solution led
- Silver bullet/ unrealistic expectations + lack of preparation

Advising Reform / Redesign
- Advising at the center
- Positions it within a singular function
- Can create anxiety among advisors

Integrated Student Support
- Institution at the center
- Highlights need for cross-functional involvement
- Input focused, sets expectations of work involved

Holistic Advising and Student Support
- Student at the center
- Outcome focused
- Institution wide motivation
- Sets a vision for continuous improvement and adapting to evolving student needs
Over the years the purpose of advising has evolved

**STANDARD**

- Introduction to advising and how it is different than interactions with counselors in HS
- Academic planning, transfer timeline, and progression
- Major exploration and selection
- Chart career pathways
- Forge a connection between student and institution
Over the years the purpose of advising has evolved

**STANDARD**
- Introduction to advising and how it is different than interactions with counselors in HS
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**OTHER**
- Identity exploration and development through academic planning, major exploration, and career pathways
- Skill development and competency building
- Triage for mental health and emotional distress
- Stewardship for financial investment in college
- Mentorship
- Student success tracking and early alerts
- Experiential data for climate assessment
Over the years the purpose of advising has evolved

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**LEADERSHIP**
- Important node in social network of campus, esp between academic and student affairs
- Purveyor of message to all constituents that college isn’t just about retention
- Move academic advising as an emergent HIP
- Tool for equity
- Prime example of scholarly practice
Academic Advising in the First-Year Experience (FYE)
# FYE Initiatives

<table>
<thead>
<tr>
<th>FYE Initiative (2017 NSFYE)</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>First-year academic advising (ADV)</td>
<td>80.4</td>
</tr>
<tr>
<td>Early alert systems (EA)</td>
<td>79.0</td>
</tr>
<tr>
<td>Pre-term orientation (OR)</td>
<td>75.4</td>
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<tr>
<td>First-year seminars (FYS)</td>
<td>73.5</td>
</tr>
<tr>
<td>Placement testing (PT)</td>
<td>65.9</td>
</tr>
<tr>
<td>Peer education (PE)</td>
<td>62.3</td>
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<tr>
<td>Student success center (SSC)</td>
<td>55.2</td>
</tr>
<tr>
<td>Developmental/remedial education (DEV)</td>
<td>54.5</td>
</tr>
<tr>
<td>General education (GE)</td>
<td>54.1</td>
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<tr>
<td>Convocation</td>
<td>52.6</td>
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</tbody>
</table>

Source: 2017 National Survey on The First-Year Experience; N = 525 institutions
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<tr>
<th>FYE Initiative (2017 NSFYE)</th>
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<tbody>
<tr>
<td>Residential programs or initiatives (RES)</td>
<td>48.8</td>
</tr>
<tr>
<td>Learning communities (LC)</td>
<td>46.7</td>
</tr>
<tr>
<td>First-year gateway courses (GATE)</td>
<td>39.2</td>
</tr>
<tr>
<td>Common reading (CR)</td>
<td>38.3</td>
</tr>
<tr>
<td>Summer bridge (SB)</td>
<td>36.8</td>
</tr>
<tr>
<td>Writing-intensive coursework (WR)</td>
<td>35.4</td>
</tr>
<tr>
<td>Leadership programs (LEAD)</td>
<td>35.4</td>
</tr>
<tr>
<td>Service learning (SL)</td>
<td>31.8</td>
</tr>
<tr>
<td>Mentoring by campus professionals (MT)</td>
<td>31.6</td>
</tr>
<tr>
<td>Experiential learning/learning beyond the classroom (EXP)</td>
<td>31.0</td>
</tr>
<tr>
<td>Undergraduate research (UGR)</td>
<td>21.1</td>
</tr>
<tr>
<td>Study abroad</td>
<td>19.4</td>
</tr>
</tbody>
</table>

Source: 2017 National Survey on The First-Year Experience; N = 525 institutions
Differences by Institution Type, But…

Source: 2017 National Survey on The First-Year Experience; N = 525 institutions
80.4% of responding institutions offer first-year academic advising.

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80.4% of responding institutions offer first-year academic advising

Differs by institutional type:
- 85.7% req at 4-yr
- 59.1% req at 2-yr

Source: 2017 National Survey on The First-Year Experience; N = 525 institutions
Contact with Advisors in FYE

- Only once, during the first term: 17.0%
- Once each term for the entire first year: 39.8%
- 2+ times each term for the entire first year: 21.3%
- Not required to meet w/ acad adv: 6.9%
- Other: 14.9%

Source: 2017 National Survey on The First-Year Experience; N = 525 institutions
Advising Load in FYE

Source: 2017 National Survey on The First-Year Experience; N = 525 institutions
Recent Assessment of First-Year Program?

CR = Common reading
EA = Early alert systems
FYA = First-year advising
FYS = First-year seminars
LC = Learning communities
OR = Orientation
RES = Residential programs

Source: 2017 National Survey on The First-Year Experience; N = 525 institutions
Return on Investment?

Source: 2017 National Survey on The First-Year Experience; N = 525 institutions

CR = Common reading
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A Constellation of FYE

Legend:
- Lines represent correlations phi > .25
- Colors of boxes represent percentage of institutions reporting FYE program offered.
  - Dark Blue = > 70%
  - Royal Blue = 50-69%
  - Light Blue = 30-49%
  - Gray = < 30%

Source: 2017 National Survey on The First-Year Experience
First-Year Seminar Instruction

Source: 2017 National Survey on The First-Year Experience; N = 525 institutions
BMGF Post-Secondary Success Strategy
THE ADVISING SUCCESS NETWORK IS PART OF THE BILL & MELINDA GATES FOUNDATION’S POSTSECONDARY WORK

Foundation’s Goal:
Hundreds more colleges help millions more students obtain high value degrees or credentials while closing gaps in student success by both race and income

Solutions
Developmental Education Advising Digital Learning

Networks
Lead Organization
Content Experts and Service Providers
Research

Intermediaries
Convene and cohort institutions
Identify institutional needs

Institutions
400+ Institutions to receive tailored services
WHAT IS THE ADVISING SUCCESS NETWORK?

Mission
To identify, build, and scale effective and equitable advising solutions across the field of higher education to ensure academic, career, and personal success for all students, with a focus on low-income students and students of color.

Vision
A transformed higher education landscape that has eradicated educational inequities through institutional transformation that produces a seamless, personalized, and proactive educational experience for all students regardless of their economic, social or racial background.
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.
### 8 OBSERVED CATEGORIES OF INSTITUTIONAL NEEDS

<table>
<thead>
<tr>
<th>Leadership and Change Management</th>
<th>Structures and Processes</th>
<th>Engagement and Communication</th>
<th>Technology Selection</th>
<th>Technology Management</th>
<th>Professional Development and Training</th>
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<tr>
<td>Strategy and Vision</td>
<td>Map Processes to Future Student Journey</td>
<td>Student Engagement and Utilization</td>
<td>Assess Needs</td>
<td>Project Management</td>
<td>Define Core Competencies</td>
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<td>Accountability and Buy-In</td>
<td>Create Incentives and Structures</td>
<td>Faculty Buy-In and Engagement</td>
<td>Identify Resources Needed</td>
<td>Privacy and Security Protocols</td>
<td>Develop PD</td>
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<td>Investment</td>
<td>Align Structure and Process to Improve Student Experience</td>
<td>Structures and Processes for Communication</td>
<td>Use Rigorous Selection Process</td>
<td>Cross-Functional Team</td>
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### Situational Awareness and Planning

- Set Metrics of Success and Process to Evaluate
- Establish System to Capture Ongoing Feedback
- Establish Culture Around Continuous Improvement

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**ADVISING SUCCESS NETWORK**

**NATIONAL RESOURCE CENTER**

www.sc.edu/fye
The Network Has Identified A Number of Approaches to Address the Challenges

- Broadening definition of advising
- Developing network equity principles
- Creating a vendor engagement strategy
- Creating an interactive website to share vetted and approved advising resources
- Develop case making materials for institutional leaders
- Identifying and filling current gaps in services in the field
- Conducting research and developing guidebooks to help institutions better integrate career and financial advising
- Creating a roadmap and service tracks that outline ways institutions can implement
What Does Everyone Have to Gain?

Field At-Large: An increase in clarity and shared understanding among practitioners and campus leaders on effective advising principles and standards

Institutions: Able to receive tailored services in a “one-stop shop” format that brings together multiple experts

Partners: Able to enhance and update current services offerings and resources and expand their reach to more institutions
Things to Come…

- Will have a public website in early spring 2020.

- Continued commitment to equity and expansion of our principle document.

- Appearing at a conference near you! Sessions at DREAM 2020, AAC&U, and NASPA Annual are scheduled so far.
Group Activity

Based on the 8 categories of institutional needs, choose a corner of the room for Q&A
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- Accountability and Buy-In
- Investment

Structures and Processes
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Situational Awareness and Planning

Organizational Learning and Continuous Improvement
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