

# NACADA Consultant Report Updates

NACADA Recommendation	Progress as of 08/19/2019
<p><b>Develop a Strategic Plan for Academic Advising</b></p>	<p><b>Status: In Progress</b></p>
<p><b>Form an Advising Council.</b>            It is recommended that an institution-wide Advising Council be formed. This type of council should represent all constituencies of the campus, including academic affairs personnel, faculty, students, student affairs personnel, and staff. Often these councils report to both the Vice President for Student Affairs and the Provost for Academic Affairs, indicating that campus-wide collaborations, with advising as the central focus, are necessary for establishing effective persistence, retention, and completion efforts. This council, in conjunction with College leadership, will identify a college-wide definition of advising and what is expected of advising at critical touchpoints. The resulting mantra can be promoted to establish the culture for advising college-wide. In addition, the council will work to establish academic advising policies and procedures that support student success and develop a transition plan incorporating the remaining recommendations in this report.</p>	<p><b>Completed:</b>            A college-wide collaborative work team was assembled between 09/2017 to 04/2018 that created a recommendation document detailing the role of Academic Advising and an outline for implementing other recommendations from the NACADA report.</p> <p><b>Incomplete:</b>            It is anticipated that an ongoing advising council(s) will be created after further implementation of the Guided Pathways initiative. As of now there are multiple college-wide committees that would overlap with the duties outlined for an advising council from the report.</p>
<p><b>Revisit Vision, Purpose, and Goals statements.</b>            As noted by Susan Campbell in <i>Academic Advising: A Comprehensive Handbook</i>, “Outstanding academic advising programs do not simply emerge. They are conceptually grounded—both theoretically and institutionally—and guided by statements of vision, mission, goals, and program objectives that codify the values, philosophy, approach, and central purposes of academic advising.....Taken together, the vision, mission, goals, and program objectives are an essential set of components for any academic advising program for they anchor the academic advising program, communicate the program’s intentions, and provide the framework for the development of student learning and advising delivery outcomes that are at the heart of the advising program’s assessment plan.” While a purpose statement does exist for academic advising, it is recommended that a vision statement, with</p>	<p><b>Completed:</b>            A new purpose statement was created for Academic Advising in 08/2017 to align with SLCC’s vision and mission and was posted on the department’s after VP review. The college has discouraged creating vision and mission statements separate from those of the college.</p>

emphasis on developmental advising, be crafted to form the basis for a revised purpose statement, along with goals and program outcomes. These statements should be clearly articulated to all constituencies and be utilized in decision-making and further analysis of processes and procedures. The Advising Council, with input from the advising community and campus leadership, would be charged with drafting these statements

**Revisit Student Learning Outcomes (SLOs) and Develop Process Delivery Outcomes (PDOs).**

To make the change in academic advising that SLCC is anticipating, it is recommended that SLOs and PDOs, with an emphasis on developmental concepts, be established. The SLOs should articulate what students are expected to know (cognitive learning), do (behavioral learning), and value (affective learning) as a result of their involvement in the academic advising experience. It is also recommended that you develop a clear set of expectations and outcomes for the advisors. PDOs are statements which articulate the expectations regarding how academic advising is delivered and what information should be delivered during the academic advising experience. In a developmental advising environment, the designing and implementation of these outcomes is crucial to the success of the advising program.

**Redesign the advising syllabus.**

As you are aware, an advising syllabus is a tool which allows advisors to outline the advising relationship and experience between advisor and advisee. A syllabus contains, among other things, the institution's definition of academic advising, contact information of the advisor, expectations of both the advisor and advisee, and a list of the student learning outcomes. Given to a student at his or her first advising meeting (or before), it helps set the stage for an ongoing, developmental relationship between advisor and advisee. As mentioned, SLCC has an advising syllabus that details expectations for students, but it is not utilized. Therefore, students are not aware of the responsibilities they have in creating a successful advising partnership. It would also be beneficial to review the existing syllabus to align

**Completed:**

A college-wide collaborative work team was assembled between 09/2017 to 04/2018 that created a recommendation document detailing new student learning outcomes at five key touchpoints during their time at SLCC.

**In Progress:**

The department is redesigning the advising syllabus around key touchpoints that are outlined in the document that CWT created. The first syllabus for "Getting Ready and Registering" is posted at <http://www.slcc.edu/academicadvising/first-appointment.aspx> and students are directed to it through an email sent after they are admitted to SLCC and at New Student Orientation for the School of Business.

<p>intended outcomes. The advising syllabus should be referenced at various touchpoints to convey to students the importance of advising and its role in successful educational and career planning. Training is beneficial so advisors understand how to use the syllabus in advising sessions and the importance of providing the syllabus to all students.</p>	
<p><b>Develop Program and Advisor Assessment.</b></p> <p>The major components necessary to have an effective assessment program will be in place once the vision, purpose, and goal statements are developed. An assessment plan can be developed to gather data and information to evaluate the outcomes and effectiveness of the changes that are implemented to the advising system. A strong plan will include the instruments and evaluation methodologies, the names of who will be responsible for gathering the data, a timeline for assessing various components, the methods for reporting results, and the processes by which the assessment will be shared and reviewed for future improvements to the system. The following specific assessment components are recommended:</p> <ul style="list-style-type: none"> <li>• Student learning outcomes, not simply student-satisfaction of advising, should be assessed annually. This will require not only the writing of comprehensive advising student learning outcomes, but rubrics and measurements for determining achievement of the learning outcomes as well.</li> <li>• Changes to the processes and procedures made after this review must also be assessed. Some institutions have created a “score card” to assess their progress on advising review/audit recommendations.</li> <li>• Develop a standardized method to measure individual advisor effectiveness for annual review. Use this process to validate a more developmental approach to advising, rewarding not just content but context, and validating growth in the conceptual and relational components of the advisor’s role.</li> </ul>	<p><b>Incomplete/Scheduled:</b></p> <p>The department is working with Data Science and Analytics at SLCC to create automated reporting dashboards tracking student progress through key advising touchpoints. In the short term for the departmental goals for college-wide analysis of academic advising using a student’s progress through key advising touchpoints.</p> <p>Data Science and Analytics launched a student learning outcome survey for the Business Pathway pilot. The department will expand the reach of this survey to the larger case-managed cohorts as mandatory advising expands this Fall.</p> <p>Beginning September 2019, the advisors will be making monthly and annual goals with their supervisor including learning goals for professional development and contact goals. These reports will be using a template adopted from Palo Alto Community College.</p>
<p><b>Restructure Career and Academic Advising</b></p> <p>Throughout the consultants’ two-day visit, many instances were cited to support the fact that students are confused about which advisor they</p>	<p><b>Completed:</b></p> <p>All advisors have moved into program advisor positions and are referred to as program or pathway advisors.</p>

should see, and when/if they should see a program advisor. To make things clearer for students, the consultants are recommending the removal of the title distinctions.

## **Retooling of Academic Advising Structure**

### **Implement mandatory advising.**

In conversations with students, staff, and administrators, we heard consistent support for mandatory advising. Based on this feedback and on best practices for community colleges, it is recommended that a mandatory advising policy be adopted. Most institutions' budgets do not have the luxury of providing enough resources for requiring all students to be advised every semester. While it would be helpful to students in the long run to require them to meet with their advisor every semester, there are many ways to implement mandatory advising - every semester, every other semester, at the 30 and 45 credit marks, for graduation checks during the student's final semester at SLCC, etc. Students should be highly encouraged to meet with their advisors at other times as well, particularly if they have questions or issues, but this would not be a requirement. Students should also be encouraged to attend group advising sessions, once implemented, to learn about any program changes and to get assistance with scheduling. Other forms of advising, such as the use of email, video conferencing programs, or on-line chat, are also encouraged to maintain flexibility and access to advisors for students. This policy should be reviewed by the Advising Council and administration to determine if it is working or if mandatory advising should be extended to all semesters.

### **Transition FYE advisors.**

To best serve the needs of the large number of undecided students who enter SLCC, the consultants recommend that the FYE advisors be assigned to work with this population. It is customary for one department to be assigned responsibility for students who are not ready to declare a program of study. The model would provide clear direction to all undeclared students who will be advised by FYE advisors until they declare. Then they will be assigned a faculty advisor.

### **Use the title Program Advisor.**

## **Status: In Progress**

### **In Progress:**

The department is currently implementing an advising model with three mandatory touchpoints: group advising at orientation, first semester academic planning meeting, and a 75% completion graduation check.

### **Completed:**

Instead of FYE advisors, the incoming undecided student population has been assigned to Career/Employment Advisors.

### **Not Completed:**

No faculty advisors have been assigned.

### **Completed:**

It is recommended that all advisors serve as Program Advisors and become program experts by clusters to assist students in selecting the program that matches their skills and interests. By assigning professional staff advisors to specific programs, including transfer, the advisors will be more knowledgeable about program requirements and associated career paths. The program advisor would work closely as a liaison with the faculty/departments of the programs they serve so they have up to date knowledge about curriculum changes, course sequencing, etc. The change to a single title will help eliminate confusion among students. In addition, to accommodate students' busy schedules, the consultants recommend that both appointments and walk in hours be available in the advising center. Based on the recommendation of a mandatory advising process, new students would have a required initial advising session with a program advisor in the advising center, after which they would be transitioned to a faculty advisor in their area of study. Mandatory meetings with faculty advisors would be required at critical touchpoints.

**Engage Faculty in the Advising Process.**

It is recommended that a faculty advising program be established with the understanding that not all faculty will be required to assume these responsibilities. Research consistently identifies the connections students make with faculty in and out of the classroom as important factors in their academic success and persistence to graduation. However, faculty who are forced to advise students when they have no desire to work with students in this manner may be more harmful than helpful to students, and this lack of engaged participation in advising creates inequity among the faculty. The role of advisor would fulfill the College's contractual obligation of participating in an activity outside of classroom duties. Faculty advisors should not be assigned to work with students in programs in which they are not familiar or fully trained; therefore it is recommended that faculty advisors be assigned to advise students in the discipline they teach. Assigning students alphabetically by last name within program areas is a common practice.

**Develop a Peer Advising program.**

All advisors have been assigned to programs and areas of study. General studies have been assigned by alphabet due to the size of the program.

**Not Completed:**

No faculty advisors have been assigned.

**Not Completed:**

Faculty are not officially assigned advisees. Some faculty advisors are unofficially advising students as part of their duties but are not trained by academic advising.

**Completed:**

A growing best practice among community colleges is peer advising. Peer advisors are students who have been selected and trained to offer fundamental components of academic advising services to their peers, in support of the advising occurring with both academic and faculty advisors. These services are intentionally designed to assist in student adjustment, satisfaction, and persistence toward attainment of their educational goals. Peer advisors are used very successfully on both community college and university campuses across the country. A peer advising program is an economical way to further enhance advising services, allowing program and faculty advisors to focus on developmental concerns. Peer advisors can ease the burden by answering basic questions about the institution, the programs, and scheduling issues and by assisting students during group advising sessions, in on-line registration, and with other computer questions. Peers can be used to triage in the advising center, thus eliminating the wait for those students with simple questions or those who should be meeting with staff in other areas. They can also ease the burden of program advisors during the summer months when faculty advisors are not on campus.

Fourteen peer advisors have been trained and scheduled starting Fall 2019.

**Use Group Advising during peak registration times.**

Group advising enhances peer involvement and the learning community environment. It is an efficient way to share important information and to assist a number of advisees at one time. Determining specific components of the advising process, usually more static components which are most appropriate for a group format, allows for additional time to be spent on dynamic information sharing in individual advising sessions. Students interact with one another concerning the information learned, and those hesitant to ask questions learn from others. Since advisors at SLCC have fairly large advisee loads, group advising for tasks such as scheduling purposes would be beneficial. Also, when group advising is used during registration periods, it removes some of the “advising is scheduling” stigma. Group advising is also beneficial during times of program or institutional changes, when large numbers of individuals are affected.

**In Progress:**

Group advising is used in the new student orientation.

Improve internal communications. We heard that communication is an issue among areas, creating silos of operations.

- Review how information flows between and among all departments as well as to students. Create intentional ways of communicating information people need to know.
- Form a Communications Task Force to address gaps in communication between academic staff and advisors. This task force should focus on utilizing technology and information sharing to bridge the communication gap and create a platform for uniform information sharing.
- Determine the best and most consistent way to advise students regarding the selection of a program major vs. general studies. Currently, those providing advising have different beliefs and strategies related to this topic and the resulting inconsistency may be confusing, and at times, not in the best interest of students. Assign program advisors as liaisons to all academic divisions or by clusters, ensuring that there is a timely and accurate communication flow among all concerned parties. The liaisons are encouraged to attend departmental and advisory committee meetings to keep up-to-date with both internal and community-based information.
- Review printed and web-based communication regarding academic advising. Ensure that all information used in advising is consistent on all campuses. Once developed, make sure your vision and purpose statements, as well as the advising syllabus, are on the web site.

**Communicate more clearly the what, why, and when of advising.**

Both students and staff indicated a need for better communication about what advising is, why it is important, and when to see an advisor. We learned there is a lack of understanding of the value of advising. The implementation of a mandatory advising process will stress the importance of advising, and the use of an advising syllabus will help with promoting the “what” and “why” of advising. The “why” can also be promoted on the Advising web page and through other social media.

**In Progress:**

The department regularly received Director’s Notes about college, division, and department updates that affect advising or policies and procedures. Directors for other departments and the Student Success AVP are also copied on Director’s Notes.

The department puts shared resources on the I://drive and the Sharepoint site.

Assistant Directors for each area of study have been assigned to work directly with their deans and associate deans to share information. Lead advisors for each area of study is charged with two monthly meetings to train and update advisors regularly about program changes.

The academic advising website is currently under review in collaboration with Institutional Marketing to align with larger website changes for the Guided Pathways initiative.

**In Progress:**

The purpose of advising and the mandatory advising initiative are being communicated through the New Student Orientation, posted letters and emails from their assigned advisors, and program assignments are updated on the website. Previously students were told to wait until certain points in their classes to come see an advisor and the messaging has changed to see your advisor as soon and as often as possible.

The “when” can be advertised in a number of ways: a statement on the log-in page for the student portal; a statement on the class search page; catchy posters placed around campus, particularly in classrooms and common gathering areas; and reminders from faculty. In addition, students need to be educated on how to learn who their advisor is. Consider determining an “Advising Month” preceding registration. Make use of this month to encourage better planning on the part of students and earlier interventions on the part of advisors. Marketing “Advising Month” early through various avenues including e-mail and text blasts, other social media, signage, table tents in common gathering areas, etc., and encouraging students to be advised and register on time can ease the advising burden the last few weeks prior to when the semester starts.

**Rethink New Student Orientation (NSO).**

Currently, New Student Orientations may occur four days a week beginning in April and often serve 15-20 participants. The three venues of NSO vary greatly and do not appear to be designed to accomplish the same outcomes, therefore every student is not offered the same beneficial experience. We were not provided any outcomes for NSO orientation, but it is most efficient if it has its own set of outcomes so it can be assessed for continual improvement. Once the strategic work related to advising is completed, including defining advising for the College and creating or revisiting its vision, purpose, goals, and outcomes, decisions can be made about the role of advising in NSO. If it is determined that all students who attend NSO are advised and registered before they leave orientation, then it must be embedded in each orientation so the experience is efficient and consistent for all. If advising is separated from NSO, then new processes for initial advising can be created and perhaps advising can be linked with placement testing, or it can be the next step once students provide test scores if they tested previously. In this way testing, advising, and registration become bundled services and the connections between them are very apparent for students. Once decisions are made related to this topic, the College may feel they can have fewer orientations conserving staff,

The department will be launching the first iteration of “Advising Month” in October 2019.

**Completed:**

Group advising for each Guided Pathway Area of Study is included in the new in-person New Student Orientation. The in person NSO was not mandatory for the 2019-2020 school year, but will be for the 2020-2021 school year.



<p>time, and energy while serving larger groups of students with a consistent experience that accomplishes the intended outcomes for orientation.</p>	
<p><b>Training and Professional Development</b></p>	<p><b>Status: Completed and Ongoing</b></p>
<p><b>Training for Faculty Advisors.</b>  Once faculty advisors have been designated, training must be provided before advising occurs. Although policies, procedures, and processes need to be included, training should focus on the paradigm of "advising as teaching." As with program advisors, faculty advisors need to learn about the foundational aspects of advising, the various approaches used in advising, the three components of advising (conceptual, informational, and relational), conversations to have with advisees, relationship building techniques, listening skills, when prescriptive and intrusive/proactive advising are appropriate, etc. This training is best delivered in a face-to-face, interactive environment. In addition, continuous professional development which focuses on topics of interest to the faculty advisors should be offered on an ongoing basis. The importance of the procedural aspects cannot be diminished, and that training should continue as needed as well.</p>	<p><b>Not Completed:</b>  Faculty advisors have not been formally designated to students. The overarching sentiment has been that they are already overloaded. However, as the department has been updating advisor training, it has included online modules that could be broken out for faculty advisor training when that becomes more feasible at the institution.</p> <p>In lieu of faculty advisors, some areas have hired Success Coaches who receive training from their counterparts in academic advising.</p>
<p><b>Schedule Advising Services team training in developmental advising practices.</b>  Many, if not all, SLCC advisors include some developmental advising techniques in their daily advising. However, due to the current structure of their positions, there is much more "advising for scheduling" than developmental advising with relationship building. The Consultants recommend training for all program advisors on developmental and "advising as teaching" techniques. Topics to be covered should include the three components of advising (conceptual, informational, relational), conversations to have with advisees, relationship building techniques, listening skills, when prescriptive and intrusive advising are appropriate, etc. This training would not only serve as a refresher on developmental advising techniques but would serve as a team building activity as well.</p>	<p><b>Completed:</b>  The department received funding to bring in guest speakers and trainers for 2018-2019 academic year. These speakers covered topics such as advising students with disabilities, implementing mandatory advising at a large institution, implementing case management advising at a large institution, branding academic advising at a community college, embracing uncertainty in career exploration, and developing and using leadership and accountability in advising.</p> <p><b>In Progress:</b>  The department has developed and implemented training regarding proactive advising for case management and strengths-based advising for probationary students. The department has purchased NACADA publication "Academic Advising Approaches" and the</p>

<p><b>Ongoing professional development.</b> Following the team training for program advisors in developmental advising practices and the initial faculty training, the consultants recommend that professional development activities, with a focus on advising approaches, be offered to both program and faculty advisors on an ongoing basis, both as part of SLCC’s online modules and during team meetings. Other suggested activities include: membership in NACADA; attendance at state, regional, and national meetings and conferences; participation in webinars; and regular training sessions (i.e. lunch and learns) on advising-related topics of interest. In addition, it is recommended that a team of individuals representing the various constituencies be sent to each of the following institutes:</p> <ul style="list-style-type: none"> <li>• Summer Institutes. Offered every summer; the 2016 Institutes are scheduled for June 26-July 1 in Reno, NV, and July 24-29 in Norfolk, VA; <a href="http://www.nacada.ksu.edu/Events-Programs/Events/Summer-Institutes.aspx">http://www.nacada.ksu.edu/Events-Programs/Events/Summer-Institutes.aspx</a>. This is a great venue for advising teams as the outcome of this intensive, week-long session is an action plan. The consultants recommend sending a team comprised of members of the Advising Council, program advisors, faculty advisors, and administrators to this event to work on SLCC’s definition of advising and the vision, purpose, goals, and outcomes.</li> <li>• NACADA Annual Conference: Held in the fall of every year; scheduled for Oct. 5-8, 2016, in Atlanta, GA; <a href="http://www.nacada.ksu.edu/Events-Programs/Events/Annual-Conference.aspx">http://www.nacada.ksu.edu/Events-Programs/Events/Annual-Conference.aspx</a></li> <li>• Assessment Institute: Offered every winter; scheduled for Feb. 2-4, 2017, in Daytona Beach, FL; <a href="http://www.nacada.ksu.edu/Events-Programs/Events/Assessment-Institute.aspx">http://www.nacada.ksu.edu/Events-Programs/Events/Assessment-Institute.aspx</a></li> <li>• Administrators’ Institute: Offered every winter; scheduled for Feb. 9-11, 2017, in Daytona Beach, FL;</li> </ul>	<p>Career Exploration curriculum “Design Your Life” for reading and review in staff meetings during 2019-2020.</p> <p><b>Completed:</b> Staff members attended the NACADA Summer Institute in 2018, the NACADA assessment institute in 2019, the NACADA regional conferences in 2018 and 2019, the NACADA annual conference in 2018. Advisors are also encouraged to attend local NASPA and NACADA/UAA conferences every year.</p> <p><b>In Progress:</b> Two advisors will be attending the National NACADA conference this year. Funds for travel are limited this year so advisors are being encouraged and supported to apply for scholarships to attend conferences and advisors who submit and are accepted to present will be prioritized for conference attendance.</p>
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<http://www.nacada.ksu.edu/Events-Programs/Events/Administrators-Institute.aspx>

- Winter Seminar. Offered every winter; scheduled for Feb. 6-7, 2017; topic for 2017 TBD (watch website for updates); <http://www.nacada.ksu.edu/Events-Programs/Events/Winter-Seminar.aspx>

### **Advisor Recognition and Reward**

Research shows that recognition of their value to the institution and reward for work well-done are important to advisors. It is important for advising to be recognized as integral to the educational process. In a recent advising survey, one advisor states, "Just simply acknowledging the reality and value of our work with students, the challenges; listen to us, recognize our efforts and thank us for our service above and beyond the call of duty." The consultants recommend that SLCC develop a plan for recognition and reward of both its program and faculty advisors.

For professional advisors: provide funding to support professional development activities; allow work hour flexibility and comp time; establish an Advisors' Wall of Fame in a prominent location on campus; host a breakfast or lunch, particularly after extremely busy advising periods; give verbal and written reinforcement of work well done; etc.

For those faculty who serve as advisors, the most important reward would be a stipend or work release hours to recognize their commitment to student success. Additional provisions for faculty advisors include: fund professional development activities; include faculty in the Advisors' Wall of Fame and any breakfast or lunch hosted after busy advising times; give verbal and written reinforcement of work well done; etc.

### **Advising Technology**

It is important that the College invest in advising technology that streamlines and supports the efficiency of its advising practices. Using multiple systems causes inefficiency in inputting, importing, and extracting data by advisors and other users of the information. It is

### **In Progress:**

Advisors are recognized individually through Staff Association Staff Star Awards and weekly "Shout-outs" in staff meetings and in Director's Notes. The department also highlights individual advisors and front desk staff in the weekly advising newsletter that is sent to the department.

After the busiest rush period at the beginning of Fall semester, the department regroups with an off-site all-staff retreat designed to review annual goals and participate in team-building activities.

### **In Progress:**

Starfish has been fully adopted for note-taking, appointment-making, and referrals by Academic Advising, Veterans Services, and Career Services. The department is currently training other

recommended that the College use Starfish to its fullest extent with the intent of eliminating some or all of the other systems currently in use once Starfish is implemented. A liaison from Student Affairs should be assigned to work with Information Technology to represent the interests of the users of the system.

departments in the Division of Student Affairs. The college uses Starfish as it's primary Early Alert system.