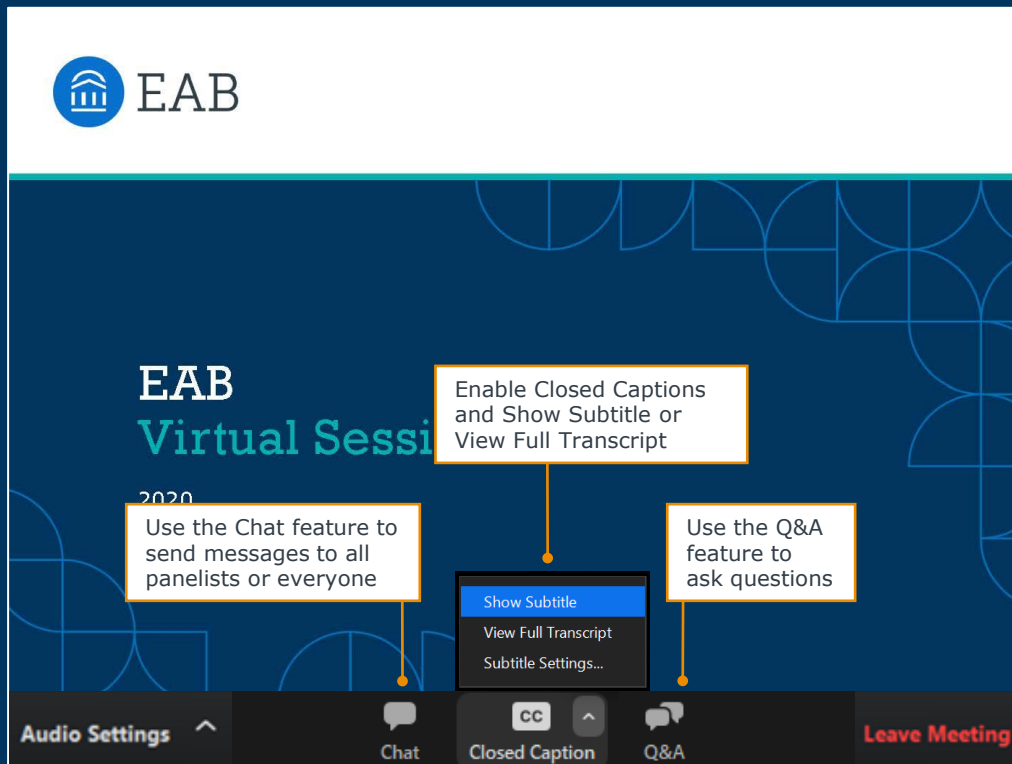


Breaking the Stalemate

How Institutions Are Overcoming Entrenched Org
Structures and Outdated Advising Policies

Using the Chat, Q&A, and Closed Captioning Features





**We help schools
support students
from enrollment to
graduation and beyond**

➤ **ROOTED IN RESEARCH**

8,000+ Peer-tested
best practices

500+ Enrollment innovations
tested annually

➤ **ADVANTAGE OF SCALE**

2,100+ Institutions
served

9.5 M+ Students supported
by our SSMS

➤ **WE DELIVER RESULTS**

95% Of our partners continue
with us year after year,
reflecting the goals we
achieve together

➤ Find and enroll your
right-fit students

➤ Support and graduate
more students



➤ Prepare your institution
for the future

Meet Your Presenters



Christina Hubbard

Senior Director,
Strategic Research

Follow me on Twitter



@ CM_Hubbard



Ellyn Artis

Managing Director,
Technology Partner Success

Two horizontal lines, each composed of a teal line on top and a white line on the bottom, flanking the title.

Quick Poll

Who do we have on the line with us today?

Today's Students Have Outgrown Our Ability to Support Them

Most of Our Current Support Structures Were Originally Designed for Students from a Prior Era

What We Were Built For



Students from affluent and majority backgrounds with few support needs



Differences in expectations for success from parents, teachers, and themselves



Parental pressure to choose seemingly industry-aligned major differs by income



Income gaps between White and other racial groups lead to more short-term financial distress



K-12 **suspension and expulsion rates** differ by race, income



Culture of help-seeking differs by income, race/ethnicity, immigration status



Family history of education leads to gaps in college navigation skills



Access to AP courses and high-quality teachers differs heavily by income, geography, and race



Gaps in need to work and time to spend on coursework by dependent or student-parent status



Wealth gaps among different races affects ability to persist through financial shocks

Trying to Keep Up

But New Advising Investments Are Typically Done Piecemeal, Leaving Gaps in How We Serve Students

Original model

- Faculty advisors only

"But how can I advise a new student about a different field?"

Early investments

- Faculty advisors
- Professional advisors for undeclared students

"But how do we continue support after the first year?"

Expanded investments

- Faculty advisors
- Professional advisors for undeclared students
- Professional advisors in programs and colleges

Our topic for today

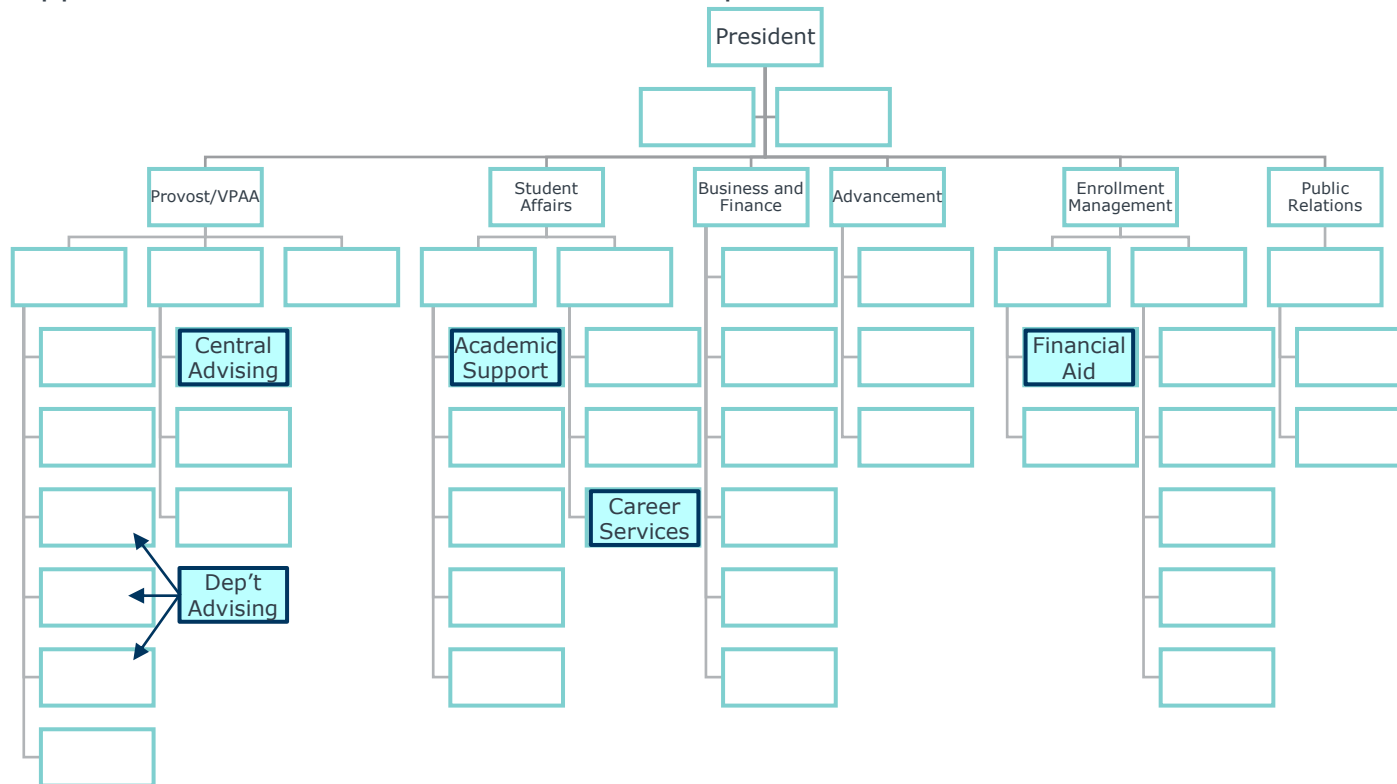
"How do we work together to put students at the center?"

Even more needed

"Advising looks more like social work as colleges try to meet student needs during the pandemic"

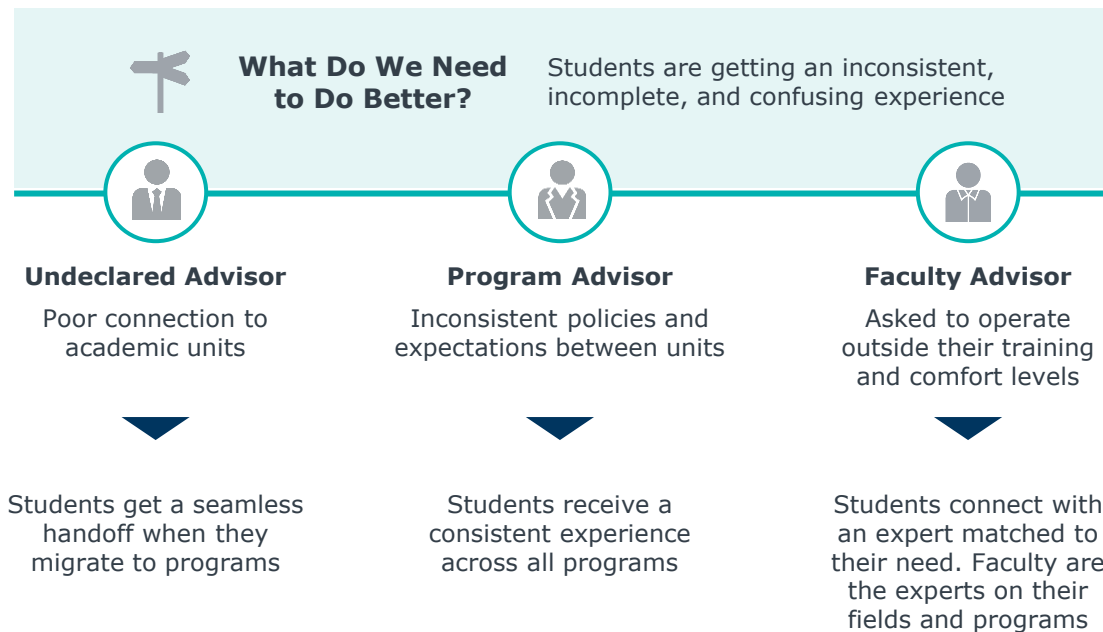
Hechinger Report
May 20, 2021

Key Support Units Often Lack Common Leadership and Coordination



Help Faculty and Staff Operate at 'Top of License'

Advising Support Often Isn't Coordinated or Optimized, Creating a Bad Experience for Students



Why This Is Secretly Costing Us a Lot of Money



Duplicative services across the institution are inefficient



Faculty and staff working outside their respective expertise



Budgets and staffing not matched to expectations



Loss of economies of scale in purchasing, marketing, etc.

Discussion

Please share your experiences with trying to create a more student-centered approach to advising.



Set Minimum and Consistent Advising Standards



1

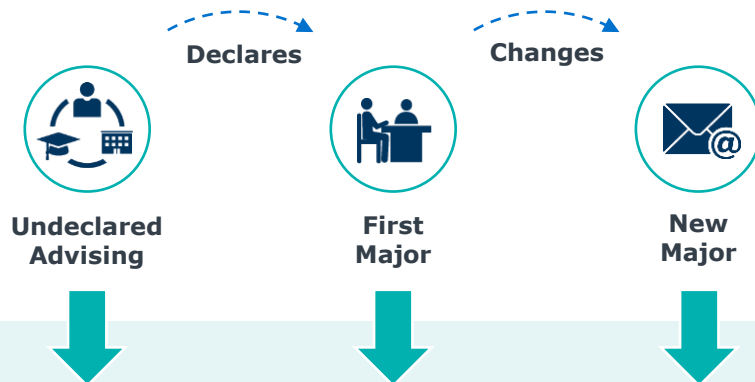
First, Let's Change the Conversation

12

Forget About Centralized Versus Decentralized; Let's Focus on Standardizing

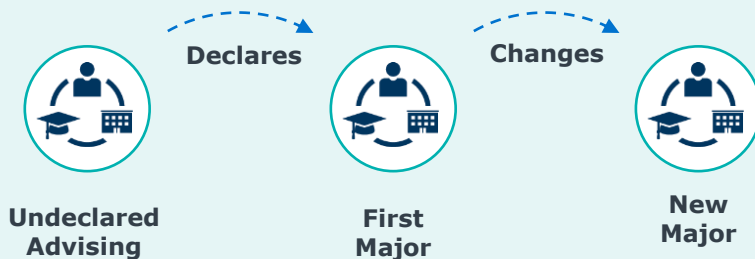
Current State

Students have different experiences and levels of care



Ideal State

Students have the same kind of advising experience regardless of where they are advised



Student Services Resource Guide for Faculty and Staff

13



'Chief of Staff' Campus Coordinator Job Profile

Decentralized Advising Benefits from Central Coordination

Technology Coordination

Program Coordinator Responsibilities:

- Trains and builds utilization among staff and faculty
- Leads technology ambassador program of 45 ambassadors leveraging technology to support students

70%

of role is training
new and existing
users and leading
ambassadors



**THE OHIO STATE
UNIVERSITY**

Administrative Coordination

Director of Advising Responsibilities:

- Leads advisor professional development
- Interprets academic policies for advising
- Troubleshoots advising painpoints
- Manages change-of-major process
- Builds efficiencies for advising in Banner

75%

of role is
coordinating
advising strategy
across the
university



How Do We Build Standardization and Accountability?



Service-Level Agreements Explain Responsibilities and Review Periods



Memorandums of understanding (MOUs) codify standards of excellence and expectations of stakeholders to create a shared understanding of intent



Recurrent accountability meetings offer an opportunity to assess how well the new approach works for stakeholders and revise agreements accordingly

What should be included in an advising **Memorandum of Understanding**

Elements you should consider:

1. Standardized job descriptions
2. Standardized pay and career ladders
3. Standardized caseload ratios
4. Standardized onboarding and training
5. Standardized policies and expectations for student care
6. Common technologies and expectations for their use
7. Codified expectations for interaction with academic units and faculty
- 8. Each office can add its own additional elements customized to their unique role and needs**



Defining the Faculty Role



2

A Better Division of Labor

Identify What Advising Should Involve and Designate Who Is Best-Skilled to Address Each Need



Faculty and Instructors

Build students' confidence and understanding of discipline and career

Student Advising Needs

- Mentoring
- Career Guidance
- Long-Term Planning
- Course Articulations
- Gen Ed Course Selection
- Major Course Selection
- Schedule Planning
- Major Declaration
- Registration Support
- Early Alert Resolution
- Financial Counseling
- Fostering Belonginess
- Resolving Personal Issues



Advisors and Support Staff

Build student support to meet students' non-curricular and holistic needs

"I had no idea **how much more student-centered I could be** when I didn't have to worry about things that have nothing to do with academics."

Faculty Member, OTC

**OZARKS TECHNICAL
COMMUNITY COLLEGE**

"When we make any decision, we start by asking, '**Is it what's best for students**, our institution, or our staff.' Only the first one matters."

President, OTC

First-Year Seminar Provides Critical Engagement with New Students

18

For Declared students

Introduce new students to their academic programs

Designed by discipline faculty

Topics include:

- Research in major
- Targeted career exploration
- Graduate school planning

75% of incoming students

For all students

College success skills

Standardized across colleges

Topics include:

- Campus resources
- Inquiry and critical thinking
- Communication
- Multicultural competence

For Undeclared students

Encourage major and career exploration

Designed by Academic Success Center

Topics include:

- Personal exploration project
- Informational interviewing
- Broad career exploration

25% of incoming students

UNLV

10+

years of promising data from this course approach

90%

of freshmen enroll in a version of this course

~75

faculty teach this course each fall

Working Together

How Texas Wesleyan Built a Tandem Advising Model



Texas Wesleyan
UNIVERSITY

Tandem Advising Model



Professional advisor

- Course schedules
- Forms and paperwork
- Degree plans
- Holistic needs and care



Faculty advisor

- Academic mentoring
- Course content advice
- Career and grad school
- Internships

How Did They Do It?

Four advisors and one associate director added to build capacity and set ratios below 300:1

TIP

Provost used an ROI argument to persuade faculty to support hires

Advisors aligned to academic units to develop expertise and familiarity

TIP

Deans helped to customize these relationships and build buy-in

+4%

Increase in
retention
2019-2020

"We needed a reset to remember that advising is all about the students. Now, some of the biggest detractors are the biggest champions."

Discussion

Which of these practices do you feel would make the greatest difference to your students and why?

Summary



- 1 We need to have faculty and staff working at the 'tops of their licenses' to meet students' needs
 - 2 Our focus needs to be on standardization of advising to allow us to scale support to students who need it most
 - 3 Build opportunities for students to engage with faculty to ensure they have connections to their discipline
-

Questions from the Audience



Christina Hubbard

Senior Director,
Strategic Research

Follow me on Twitter



@ CM_Hubbard



Ellyn Artis

Managing Director,
Technology Partner Success

Available Friday, January 14: CONNECTED21 On-Demand

Starting tomorrow, view session recordings
at your convenience at:

EAB.com/connected21



Washington DC | Richmond | Birmingham | Minneapolis | New York | Chicago

202-747-1000 | eab.com