

# 2023 Collaborative Holistic Advising in Action

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## Abstract

Since 2018, NASPA–Student Affairs Administrators in Higher Education has housed the Advising Success Network (ASN), a network of national partner organizations leading higher education institutions through holistic advising redesign activities to support success for all learners, including Black, Latinx/a/o, Indigenous, Asian, Pacific Islander, and poverty-affected students. This case study collection is a synthesis of key highlights from ASN’s inaugural cohort, which was piloted from July 2022 to July 2023 and engaged four institutions: College of Southern Maryland, Hinds Community College, Lincoln University, and Saginaw Chippewa Tribal College. Each institution explored how tailored advising services could strengthen their redesign efforts in their local context. Institutions participated in facilitated meetings, workshops provided by national experts, and action planning, with guidance from ASN partners, who served as intermediaries to sustain engagement, liaise with facilitators, and adapt services to campus needs.

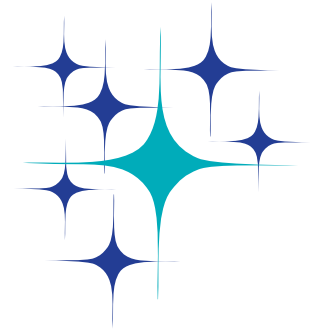
The pilot cohort surfaced several practical lessons, including the importance of adapting service formats to align with campus realities, favoring one-day sessions over multi-day convenings, proactively engaging senior leadership, and strategically leveraging stipends to support both participations and implementation. Ultimately, the cohort demonstrated the value of tailored technical assistance in advancing holistic advising redesign and fostering institutional collaboration that extends beyond service delivery. By anchoring advising within broader institutional transformation efforts, participating in peer learning, and partnering with external organizations, institutions can create the conditions necessary for sustainable student success.

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*\*Roles are those held at the conclusion of service delivery in 2023.*



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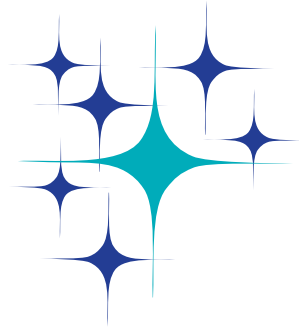
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# Background

**A**dvising is a critical component of student success and is often one of only a few regular, structured, and focused touchpoints that institutions have with their students. Faculty and primary-role advisors provide critical information to students as they develop, refine, and pursue their personal, academic, and career goals; these advisors also provide a bridge to high-impact practices (Kuh, 2008). Exemplary advising has been linked to increased student engagement (Center for Community College Student Engagement [CCCSE], 2018) and persistence rates (Tippets et al., 2020), and investing in advising redesign initiatives has been found to be relatively economical when student gains are considered (Boston Consulting Group, 2019).

Given that each institution has its own history, context, and student population, there is no exact and replicable formula for structuring advising. However, a growing consensus (Boyer 2030 Commission, 2023) suggests that institutions should provide students with holistic advising and that institutional leaders can leverage advising to advance college access, success, and socioeconomic equity (Lawton, 2018).

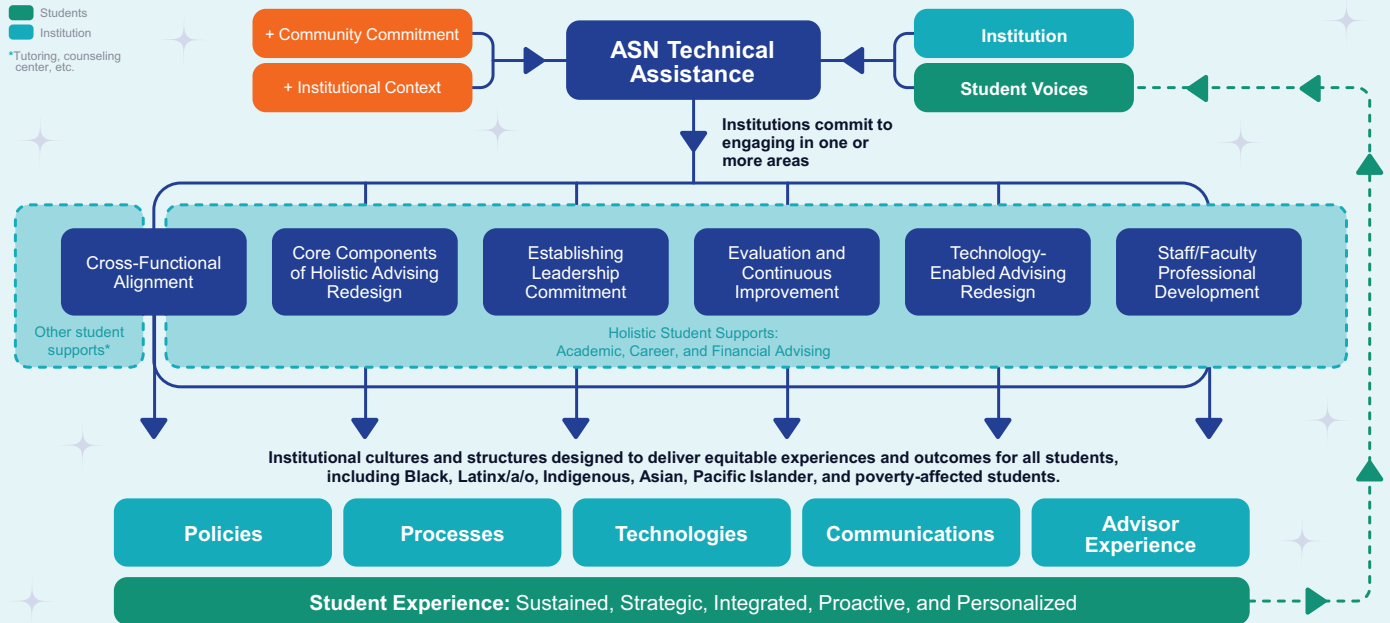
Convened in 2018, the Advising Success Network (ASN) is a group of organizations and individuals who engage higher education institutions in holistic advising redesign activities to advance success for all learners, including Black, Latinx/a/o, Indigenous, Asian, Pacific Islander, and poverty-affected students. The network provides services and open access resources that guide institutions through self-reflecting and implementing evidence-based advising practices to advance a more equitable student experience in pursuit of a

higher education landscape that has eliminated barriers to student success. ASN is coordinated by NASPA–Student Affairs Administrators in Higher Education. The network of national partner organizations includes the American Association of State Colleges and Universities, Achieving the Dream, EDUCAUSE, NACADA: The Global Community for Academic Advising, the National Resource Center for the First-Year Experience and Students in Transition, the Center for Innovation in Postsecondary Education, and Young Invincibles. After supporting more than 250 institutions and working with partner organizations and practitioners across the nation, ASN developed a theory of change (see Figure 1) and recommendations for the field.

To further validate these recommendations, ASN, with the support of Achieving the Dream and NACADA, organized and led a cohort of institutions through a community of practice and a series of workshops to consider various elements

**FIGURE 1 | ASN INSTITUTIONAL THEORY OF CHANGE**

Our mission is to help institutions build a culture of success for all students, including Black, Latinx/a/o, Indigenous, Asian, Pacific Islander, and poverty-affected students, by identifying, building, and scaling equitable and holistic advising solutions that support all facets of the student experience.



of advising redesign from April 2022 to June 2023. Figure 2 illustrates the cohort timeline and milestones. Each participating institution is designated as minority serving or enrolls a significant population of Black, Latinx/a/o, Indigenous, Asian, Pacific Islander, and poverty-affected students; each institution joined the community with a commitment to address institutional policies that negatively affect students.

This collection of case studies highlights the work of these institutions, including their experience within the cohort, their advising successes and challenges, and their current initiatives. ASN is grateful for their work, partnership, and deep commitment to student success, and thanks them for sharing a piece of their journey with the network to help other institutions learn from their experience.

### ASN Pilot Cohort Overview

In the ever-evolving landscape of higher education, the importance of effective academic advising cannot be overstated. Recognizing the pivotal role that advising plays in shaping the academic journey of students, four institutions—College of Southern Maryland, Hinds Community College,

Lincoln University, and Saginaw Chippewa Tribal College—embarked on a transformative journey as part of ASN’s pilot cohort. This case study collection highlights the impact of their advising redesign efforts by sharing updates, impact stories, and invaluable lessons learned since completing service delivery.

### Selection Criteria

NASPA worked closely with two key ASN partners, Achieving the Dream and NACADA, to identify institutions with the capacity and interest to engage in this cohort. Leveraging their existing relationships, each partner brought valuable insight into institutions’ advising priorities, past engagement, and readiness for participation. Through this collaborative selection process, ASN engaged a diverse cohort of institutions, each bringing unique perspectives on advising redesign. This approach ensured that participating colleges had both the institutional support and readiness to maximize their engagement in the cohort experience.

Achieving the Dream identified potential institutions through its ongoing work with tribal colleges and universities as well as its annual network survey, which assesses institutional needs

**FIGURE 2 | COHORT TIMELINE AND MILESTONES**

Development of selection criteria	Creation of online application	Facilitation and selection of institutions	Creation of institutional profiles	Cohort welcome and overview of timeline	Service scoping with NASPA	Cohort kickoff	Services
April 2022	May 2023	July 2023	August 2023	August 2023	September/October 2023	December 2023	January–June 2023

across its member colleges. Institutions that had previously expressed interest in advising redesign were considered, and Achieving the Dream staff collaborated internally to assess institutional capacity. NACADA, drawing on its deep network of institutions engaged in advising-related initiatives, focused on colleges that had previously participated in advising communities, professional development programs, and other advising redesign efforts.

### Cohort Commitments

The ASN pilot cohort was dedicated to engaging in thoughtful and constructive conversations about equitable policies and student experiences. The colleges and universities in the cohort recognized the crucial role they play in shaping student success and committed to a thorough self-reflection of their institutional policies, practices, and outcomes. This introspection was aimed at identifying both the supportive and hindering aspects within their educational frameworks. Furthermore, they pledged to be proactive in addressing institutional barriers that inadvertently produced unintended consequences and perpetuated inequities.

At the senior leadership level, the cohort emphasized a commitment to active participation in the various services provided, demonstrating an intention to implement the activities, action plans, and steps outlined throughout their engagement with ASN’s services. This commitment was rooted in a shared belief that leadership involvement is paramount in effecting meaningful change. To drive this commitment, each institution developed a core team of leaders to redesign institutionwide advising through the implementation of a holistic advising framework.

### Service Scoping Process

The scoping process began with the creation of a worksheet offering a full list of ASN services. Institutions identified the services that most interested them. The cohort then created a matrix that captured all of the selected topics and areas where overlap existed between selections. Next, the cohort conducted a crosswalk to analyze the selected services and determine which ones resonated with the members. This crosswalk served as the foundation for initial discussions among ASN partners, informing the dialogue with insights gained from the identified services. Members shared notes from these discussions, and then ASN hosted a facilitated conversation with institutional leads to collectively determine the most salient service workshops that would benefit the full cohort.

The selected topics were scheduled in a strategic sequence to ensure a structured approach to implementation. The process began with the integration of advising technology, followed by navigating the broader advising technology landscape to enhance institutional effectiveness. Institutions prioritized defining advisor roles and aligning core components to establish clarity in responsibilities and ensure consistency across advising practices. Institutions also focused on identifying essential components of their advising models, strengthening faculty advising, and mapping both student journeys and institutional processes to improve overall efficiency. Additionally, they emphasized fostering cross-team collaboration to enhance communication and coordination. The cohort institutions incorporated professional development opportunities to support current staff, culminating in the launch of an equity-focused half-day workshop to promote inclusive advising practices. The sequencing of service scoping is delineated in Figure 3.



**FIGURE 3 | SERVICE SCOPING TIMELINE**



### Cohort Management

**Summary of management.** Effective management was essential to the success of the ASN pilot cohort. The cohort leaders thoughtfully scheduled services based on partner and institutional availability. The cohort provided regular updates through emails and scheduled check-ins, ensuring a seamless flow of communication throughout their engagement.

**Virtual check-in meetings.** Structured check-in meetings played a pivotal role in maintaining the cohort’s momentum. ASN facilitated formal meetings at key points in the cohort’s journey, including an onboarding session in October, a full cohort kickoff in December, and check-ins in March and June. These meetings provided structured opportunities for institutions to share progress, challenges, and insights.

**Stipend process.** Each participating institution was supported with a stipend in the amount of \$15,000. These funds were initially conceived of to support conference travel and in-person convenings. ASN adjusted this approach and provided lunch gift cards for virtual workshop attendees. At the end of the project, stipends were distributed for institutional teams to implement holistic advising strategies they developed during their cohort experience.



### Case Study Methodology

To understand the institutional experiences and outcomes after participation in the cohort model, ASN staff conducted interviews with institutional representatives 6 months after the end of service delivery. Each interview followed a semistructured format, allowing for both consistency in data collection and flexibility for participants to elaborate on their experiences.

The interviews were guided by a standardized set of questions focused on four key areas: institutional background updates, assessment methods and progress tracking, impact on campus practices, and overall value of participation in the ASN cohort. As part of the background updates, institutions were asked to reflect on past and present advising structures, including staff configurations, the number of advisors, and any structural shifts made to improve student support. This survey helped provide context for understanding how institutions evolved through their engagement with ASN.

For institutions that previously shared information during check-in meetings, follow-up questions were included to assess progress on specific initiatives, such as process improvements, professional development tracks, and technology-enhanced student engagement strategies. Interviews were conducted virtually and recorded with permission for accuracy in analysis. The data collected were synthesized to identify common themes, institutional challenges, and best practices that emerged across the cohort.



# Institutional Case Studies





COLLEGE of  
**SOUTHERN  
MARYLAND**



## College of Southern Maryland

**LOCATION:** LA PLATA, MARYLAND

**INSTITUTION TYPE:** PUBLIC, 2-YEAR COMMUNITY COLLEGE

**SETTING:** SUBURBAN

### **Institutional Profile**

The College of Southern Maryland (CSM) is driven by a shared vision and commitment to pathway advising that gives students the help they need when they need it. CSM serves a broad student demographic, with 28% identifying as Black, 9% as Hispanic/Latinx, and 46% as White. More than a third of students are over the age of 21, and nearly 27% receive Pell Grants. CSM's goal is to bridge the academic and workforce gap for students and to be the region's first choice for accessible, inclusive, and innovative education that transforms communities. Serving a diverse student body across four campus locations has provided CSM with invaluable insights and perspectives on advising workload and shared philosophy.

## Advising Model

There are 13 full-time advisors on staff, including one member responsible for advising and career services assessment data. The advising and career services department in the student equity and success division is responsible for advising; CSM uses a centralized advising structure, with advising team members, including a director and two assistant directors, at all four locations.

## Advising Mission

CSM's advising goals remained steadfast throughout the cohort, with a core focus on improving efficiency, policies, and processes. The institution aspired to more effectively serve students, particularly those with pressing needs, while supporting all learners, including those in continuing education. A key shift in mindset aimed to empower rather than enable students in their pursuit of success. The ongoing process of redesigning its advising and career services department to support a pathway advising model and formalizing faculty advising is helping CSM support students holistically.

## Professional Development and Student Support

A significant development in CSM's work is the consolidation of all resources into the Student Hub—a one-stop shop for front-facing student services. The institution has also made substantial strides in professional development, addressing the influx of new advisors during the cohort experience. The addition of six new advisors prompted a focus on cultural assimilation, ensuring they understood CSM's ethos and had the tools to support students effectively.

A noteworthy addition to the team was the student needs and outreach coordinator, who manages essential support services such as the food pantry and assistance with academic materials. This approach centralizes support for students, making their access to vital resources more efficient.

CSM's commitment to academic advisor development was evident in its professional development retreat. With a focus on professional development and data-driven strategies, the retreat fostered a proactive initiative where advisors volunteered to contribute to assessments, demonstrating a culture of collaboration and self-improvement.

After service delivery, CSM's goals remained centered on improving student progress and completion. The institution diligently tracks progress through student focus groups and institutional data, ensuring a nuanced understanding of students' evolving needs.

The dedication to supporting the professional development of academic advisors persists, and CSM continues to enhance its advising model and faculty engagement strategies.

## Technological Advancements

The impact of CSM's engagement with the cohort resonated across the campus. Leadership now acknowledges the importance of holistic student support, a shift that has led to maximizing new features in Starfish, a tool that allows campuses to track student progress and coordinate support. By tracking student progress and identifying those who are at-risk, this platform provides actionable data to facilitate proactive support.

“The advising philosophies developed during cohort workshops have had positive effects on learning support coordinators and their staff, influencing engagement strategies with students.”

The advising philosophies developed during cohort workshops have had positive effects on learning support coordinators and their staff, influencing engagement strategies with students. Strategic allocation of funds—including stipends for three professional development retreats on holistic advising, the impact of culture and society, and staff collaboration—showcases the importance they place on using resources for student success.

## Highlights and Lessons Learned

CSM's involvement with the cohort has been a dynamic journey of self-discovery and institutional growth. The institution's commitment to empowering students, refining advising practices, and embracing innovative solutions positions CSM as a leader in community college education.

As CSM continues to forge ahead, the impact stories and lessons learned serve as beacons for institutions striving for excellence in advising and student support. The collaborative spirit fostered within the cohort has not only enhanced CSM's practices but also contributed to a broader conversation about effective strategies for transforming student success in community colleges. The cohort has not merely been an experience; it has become a catalyst for positive change at the heart of CSM's commitment to student success.



## Hinds Community College

**LOCATION:** RAYMOND, MISSISSIPPI

**INSTITUTION TYPE:** PUBLIC, MULTICAMPUS, 2-YEAR COMMUNITY COLLEGE

**SETTING:** RURAL

### **Institutional Profile**

Hinds Community College (Hinds CC) is the largest community college in the state of Mississippi. Hinds CC serves a diverse student population: 54% identify as Black and 37% as White; 25% of students are over the age of 25, and 67% receive Pell Grants. With a vision to be a catalyst for a competitive economy and a compelling culture in Mississippi, the institution has been on a transformative journey, particularly in its advising structure and approach. The college's involvement with the cohort has brought about significant updates, impactful stories, and valuable lessons that showcase its commitment to student success.

## Advising Model

Hinds CC has a unique centralized advising system composed of 19 full-time advisors spread across six campuses, including an HBCU-designated location, a specialized campus for health-related programs, and an advising center that serves the online learner population. The institution is adapting to the changing landscape of education by focusing on virtual, in-person, and blended models of advising. Its vision is to serve as a catalyst for creating a competitive economy and a vibrant culture for Mississippi, centered on seamless transfer pathways for students and a wide range of career and technical program options.

## Advising Mission

Hinds CC's focus is on streamlining processes, a crucial step in the continual improvement of advising services. The institution is delving into holistic advising, incorporating flexibility for students, and expanding options for humanities, fine arts, and social and behavioral sciences

The institution is also engaged in the execution of academic and career pathways. Previously, students were restricted to selecting the General Program of Studies Guide for academic programs only. Under the current advising redesign, students now have the option to choose from 20 academic pathways and 70 career and technical programs. These pathways serve as a comprehensive road map to ensure a smooth transition for students to 4-year institutions. Additionally, the career and technical program maps delineate numerous degree and certificate options.

## Professional Development and Student Support

At the inception of the cohort, Hinds CC changed the term for its staff from counselors to advisors. This change not only altered titles but also started a culture shift by emphasizing the professionalism of advising and the holistic approach required for supporting student success. The cohort provided an eye-opening experience, showcasing advising as a profession that goes beyond data entry and class scheduling.

The team's attendance at ASN workshops exposed them to new ideas, concepts, and methods of advising, expanding their horizons beyond their initial expectations. This exposure strengthened the team's cohesion, fostering the adoption of a common language and a shared commitment to student success.

## Technological Advancements

Hinds CC set ambitious goals for increasing enrollment from 2022 to 2023. With a new information system in place, advisors were initially

the sole operators, but training is underway to empower students to use the system. The college aims to offer more flexibility for core classes by aligning technology, specifically using Workday Student Navigator to create templates for academic plans. The templates will auto-populate with student needs for the upcoming semester and include checkpoints with advisors to facilitate holistic conversations that encourage students to take ownership of their academic journey. Hinds CC has a goal of helping 10,000 students enroll in and use the system, clearly reflecting the college's commitment to leveraging technology for broader access and efficiency.

**“The institution is adapting to the changing landscape of education by focusing on virtual, in-person, and blended models of advising.”**

Another significant development is the use of stipend funds to provide every advisor with touchscreen portable monitors, which enhance interactive advising tutoring and sessions. This innovation is a game-changer, particularly for deaf and hard-of-hearing students, because it provides a more engaging and accessible advising experience.

## Highlights and Lessons Learned

The impact of the cohort is tangible across the campus. By investing in professional development for advisors, Hinds CC has raised confidence and security in the services they offer. The advising office has become more visible and proactive, engaging in outreach events that enhance the advisor–advisee relationship. This collaborative mission demonstrates the importance of advising across all campuses, making the office a central hub for student success.

The value of participation in the cohort is clear: The consistency in service across every campus, coupled with the transformative culture shift in advising, has positioned Hinds CC for continued success. The cohort model not only met the team's needs but also became a driving force in shaping a positive and collaborative advising environment.

Hinds CC's involvement with the cohort is a testament to its commitment to student success. From the initial culture shift to ongoing updates and innovations, the institution is on a trajectory of excellence in advising. As Hinds CC continues to evolve, it stands as a strong example for community colleges striving to create a compelling culture for their students, staff, and the communities they serve.



Lincoln University  
LEARN. LIBERATE. LEAD.



## Lincoln University

**LOCATION:** LINCOLN UNIVERSITY, PENNSYLVANIA

**INSTITUTION TYPE:** PRIVATE, 4-YEAR, HISTORICALLY BLACK UNIVERSITY

**SETTING:** RURAL

### Institutional Profile

As the nation's first degree-granting HBCU, Lincoln University, founded in 1854, has long served as a transformative force in higher education, particularly for individuals from marginalized communities. With 85% of students identifying as Black and 71% receiving Pell Grants, Lincoln University provides a transformative educational experience rooted in its motto: "If the Son shall make you free, then ye shall be free indeed." Nearly half of the student body (45%) is age 25 or older, reflecting the institution's commitment to serving both adult learners and traditional-age undergraduates. The university views education as a mechanism for empowering individuals and shaping society.

## Advising Model

Through participation in the cohort, Lincoln University learned how to leverage various advising structures, particularly by bridging the gap between professional and faculty advisors. Lincoln is now working to familiarize faculty advisors with the appreciative advising model while finalizing mission and vision statements for its advising center.

## Advising Mission

The university's vision is to become a national model for 21st-century liberal arts undergraduate education and innovative graduate and professional programs. Guided by core values that honor the potential of each community member, Lincoln views its students as future leaders and is committed to supporting their academic and professional journeys.

At the beginning of the cohort experience, Lincoln's advising structure included seven full-time advisors under student support services, employing a decentralized advising model. This structure reflected the university's ongoing evolution and commitment to creating systems that holistically and proactively serve its diverse student population.

Lincoln is implementing a holistic and empowering advising system that equips students with the tools to proactively navigate their academic pathways. This work includes adopting a case management approach to better support students with complex needs and leveraging ASN resources to standardize advising practices and technology usage.

## Professional Development and Student Support

The hiring of a new associate director of advising marked a critical step in enhancing the advising center's capacity. Lincoln is also investing in professional development for advisors, particularly through appreciative advising certifications. These initiatives aim to strengthen the advising center's knowledge base and improve its ability to serve students effectively.

## Technological Advancements

Lincoln has recently begun using a self-service platform to manage advising processes. However, the university is still facilitating additional training to maximize the platform's potential and ensure it supports consistent service delivery across the advising center. Lincoln is also engaging technology to help meet student needs. After a review of available platforms, the team resolved to implement four tools: Canva, Pictory, Flipsnack, and Vyond. These resources will help the advisors reenvision their communication strategy and provide a customized learning experience for their students.

“Lincoln is implementing a holistic and empowering advising system that equips students with the tools to proactively navigate their academic pathways.”

## Highlights and Lessons Learned

By engaging with peer institutions, Lincoln expanded its knowledge base, exchanged ideas, and strengthened its commitment to providing consistent and equitable services. This cohort experience was a pivotal moment in Lincoln's advising evolution. Rooted in a rich legacy of leadership and transformation, Lincoln is poised to further its commitment to empowering students, enhancing advising practices, and fostering collaboration within the campus community. With a focus on holistic advising and technological integration, Lincoln is steadfast in its mission to shape visionary leaders of the 21st century.





# Saginaw Chippewa Tribal College

**LOCATION:** MOUNT PLEASANT, MICHIGAN

**INSTITUTION TYPE:** PUBLIC, 2-YEAR TRIBAL COLLEGE

**SETTING:** RURAL

## Institutional Profile

Saginaw Chippewa Tribal College (SCTC) is deeply rooted in the cultural richness of the Anishinaabek. SCTC serves a predominantly Indigenous student population (76%) and is committed to creating an environment that integrates and celebrates cultural uniqueness. Reflecting its mission to expand educational horizons for its students, more than half of SCTC's students are 25 or older, and 57% receive Pell Grants.

## Advising Model

The college, distinguished by its small size, allows for a personalized approach to student advising. The student services department delivers advising through a case management structure tailored to individual student needs. Two success coaches serve as the primary advising staff, with additional support from faculty and the dean of students. SCTC aspires to enhance its advising framework by involving more faculty and implementing program-specific initiatives.

## Advising Mission

With the cohort, SCTC sought to adapt and evolve its advising strategies. The college recognizes the importance of faculty buy-in for a holistic approach and remains committed to incorporating more faculty into the advising process. Furthermore, success coaches now engage with cohorts of students, distributing caseload management more effectively. SCTC also dedicated a new building that houses student services on the ground floor and classrooms on the upper levels. This strategic investment centralizes resources and creates a more cohesive environment for both students and staff.

## Professional Development and Student Support

While SCTC has made significant strides, the process is still ongoing. The establishment of pathways for programs like Native Studies and the transfer process to other institutions is evidence of the progress made. The materials and advice garnered from the cohort have been instrumental in formalizing these initiatives, providing a structured approach to guiding students on their academic journey.



## Technological Advancements

With newfound tools, the college is currently focusing on streamlining processes to improve efficiency. One impactful change is that, rather than offering only a generic overview, advisors provide students with specific information related to their own academic progress.

The new EAB Navigate platform has enhanced communication technology. This system enables the college to set alerts for students, schedule appointments, and gather valuable data on engagement. These tools, paired with a renewed focus on process improvement, showcase SCTC's dedication to creating a student-centric advising experience.

“SCTC also dedicated a new building that houses student services on the ground floor and classrooms on the upper levels. This strategic investment centralizes resources and creates a more cohesive environment for both students and staff.”

## Highlights and Lessons Learned

The impact stories emerging from SCTC are transformative. Students no longer feel adrift; they have a clear road map for their academic pursuits. Staff members, equipped with training or knowledge of where to obtain that training, are better prepared to guide students.

The benefits of engaging with the cohort extended beyond the campus's boundaries. Being a relatively young institution, SCTC has gained a sense of solidarity by participating in cohort groups, recognizing that other colleges and universities have experienced similar struggles.

SCTC's involvement in the cohort has been an experience marked by growth, adaptation, and collaboration. The college's commitment to its vision of cultural integration and educational expansion remains unwavering. By learning from workshops, implementing process improvements, and setting new goals, SCTC is not just shaping its own future but contributing to the broader narrative of Indigenous education. The cohort has proven to be a catalyst for positive change, reinforcing the belief that, together, tribal colleges can create an educational landscape that honors cultural uniqueness and fosters academic success.



# Implications for the Field

Using a pre- and postsurvey approach, ASN measured participants' understanding of key learning objectives before and after engaging in service workshops. This assessment provided valuable insights into knowledge gains and areas needing further support. Additionally, institutions reported on the action steps they implemented based on their participation, helping ASN gauge the practical impact of services.



A key lesson learned was the importance of aligning services with the cohort's preferences and institutional realities. While previous individual institutions ASN served favored multiday engagements, this group preferred consolidated one-day sessions to minimize disruptions. Additionally, securing senior leadership buy-in proved essential for sustained participation and institutional commitment. The flexibility in service delivery allowed institutions to engage meaningfully while addressing their unique challenges, reinforcing the need for a tailored, adaptive approach in future cohorts.

Another major takeaway was the stipend process, which provided financial support for institutional engagement in ASN services and advising redesign. The stipend was originally intended to fund an in-person convening, but scheduling conflicts led to a reallocation of funds to alternative incentives, such as DoorDash gift cards, to encourage participation. Ultimately, institutions received direct financial support, committing to action planning and sharing updates on progress. The funds were then allocated directly to institutions, allowing them to implement initiatives based on their specific advising needs and institutional goals. This experience shows the importance of clear funding agreements, proactive planning, and adaptability in financial support structures.

Finally, the pilot cohort demonstrated the power of collaboration and sustained engagement. Institutions benefited from access to national experts, shared learning experiences, and ongoing peer connections that extended beyond the structured services. While challenges such as scheduling and coordination highlighted areas for improvement, the cohort experience successfully fostered a network of institutions committed to holistic advising redesign. Moving forward, ensuring strong communication, logistical coordination, and a balance between structured support and institutional autonomy will be critical to maximizing the impact of ASN services.

Institutions seeking to engage in holistic advising redesign and organizations managing cohorts should consider the importance of aligning service delivery with institutional needs, securing senior leadership buy-in early, and maintaining ongoing engagement with participants. Based on lessons learned, proactive planning, flexible service structures, and clear communication strategies are essential for sustaining participation and maximizing impact. Additionally, offering direct financial support to institutions with clear guidelines on implementation can help ensure resources are used effectively to advance advising goals. ■

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