The New Normal: Elevating Advising as a High-Impact Practice

Monday, April 3, 2023 | 2:30 – 3:20 p.m.
Land Acknowledgment

We acknowledge that the land where NASPA “Headquarters” is situated in present-day D.C. are the traditional, ancestral, and unceded homelands of the Nacotchtank (Anacostan) and Piscataway tribal nations.

“Today, roughly 4,163 American Indians live in present-day Washington, D.C. In efforts to teach locals about the history and culture of the indigenous people that now reside and thrive in Washington, D.C., communities like the Rappahannock tribe host annual celebrations in the popular national parks.”
*Source: http://www.ala.org/aboutala/indigenous-tribes-washington-dc

Beyond the Asterisk: Understanding Native Students in Higher Education
Heather J. Shotton (Editor) and Stephanie J. Waterman (Editor).

Beyond the Asterisk Featured Educational Session during the 2023 Annual Conference.
Tomorrow, 8:30 am – 9:30 am BCEC Ballroom West
United States 117th Congress

Sharice Davids of the Ho-Chunk Nation (D, KS)
Yvette Herrell of the Cherokee Nation (R, NM)
Tom Cole of the Chickasaw Nation (R, OK)
Markwayne Mullin of the Cherokee Nation (R, OK)
Kaiali’i Kahele, Native Hawaiian (D, HI)
Mary Peltola, Native Alaskan (D, AK)
Presenters

Jennifer Keup, Executive Director
National Resource Center for The First-Year Experience and Students in Transition

Elise Newkirk-Kotfila, AVP for Strategy and Partnerships, NASPA
Wendy G. Troxel, Interim Executive Director, NACADA
Participants Will

- Gain access to free resources from the Advising Success Network
- Engage in reflective and interactive activities
- Gain a greater understanding of how academic advising can be framed an emergent HIP in scholarship and practice
- Learn about institutional examples of academic advising practices as a tool for equity, inclusion, and student success
Agenda

Introductions (5 min) □ you are here

“Why Is Advising the Next High-Impact Practice?”
• Presentation (10 min)
• Think/Pair/Share and Report Out (10 min)

“What Do We Know About Advising As A Lever for Racial Equity in Student Success?”
• Presentation (10 min)
• Think/Pair/Share and Report Out (10 min)

Closing (5 min)

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Advising Assumptions

• “Advising is a critical component of student success” and a critical component of an integrated approach

• Advising is holistic and encompasses academic, career, financial, and personal goals

• Equity is being served in advising; and equity is advanced in good advising practices
Paired Intros!

Please find someone close by and share
- Your Name
- Your Role
- Your Institution/Organization
- One great thing about advising (your own experience or the profession)
“Why Is Advising the Next High-Impact Practice?”

Jennifer R. Keup, Executive Director, National Resource Center for The First-Year Experience and Students in Transition
High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into their curricula first-year seminars or other programs that bring small groups of students together with faculty or staff as a regular feature. The higher-quality first-year experience places a strong emphasis on critical thinking, essay writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical capacities. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members on their research.

Common Intellectual Experiences
The idea of a "common intellectual experience" has evolved from a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studio and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Learning Communities
The key goal for learning communities is to encourage integration of learning across courses and in relations with resident students. "Big questions" that matter beyond the classroom: Students take two or more "linked" courses in a group and work closely with their mentor and with their peers. Many learning communities explore a common topic and/or common readings through the lens of different disciplines. Some typical "linked" courses are "laboratory" and "professional courses." Others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including first-year courses. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this required practice varies across the curriculum but has led to a plethora of efforts in various forms of quantitative reasoning, information literacy and, in some cases, critical thinking.

Collaborative Assignments and Projects
Collaborative learning exercises not only help students gain different skills but also involve them in collaborative problem solving in the context of other students, including students with different backgrounds and life experiences. Approaches range from field trips within a course to cross-disciplinary assignments and writing in collaborative research and programs.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominent in the sciences. With strong support from the National Science Foundation and the research community, many are enrolling their classes to connect key concepts and questions with students' early and active involvement in scientific investigation and research. The goal is to involve students with actively concerned questions, empirical observations, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultural, life experiences, and worldviews different from their own. These include programs which may address U.S. diversity, cultural heritage, as well as efforts to "import" "different cultures" such as social analysis, gender, and cultural and social injustice or resonate with the global world for human rights, health, and peace. Frequently, curricular initiatives are augmented by experiential learning in the community and by faculty-designed ePortfolios.

Service Learning, Community-Based Learning
These programs, field-based "experiential learning" with community partners as an intentional strategy—enables a required part of the course. The idea is to give students direct experience with issues they are analyzing in the curriculum and with engaging efforts to analyze and take action in the community. The common theme: Change is such a program's key element, and goals are both social and environmental in the community and for the student.

Internships
Internships are another increasing common form of experiential learning. The idea is to provide students with direct experience in a work setting—most often related to their career interest—and to place them in the hands of supervisors and realize that the world beyond the classroom. These programs often include internships in the community and for the student.

Cohort Courses and Projects
Whether they are called "cohorts," "seminars," or other terms, these continuing education programs are more focused on the students' experience and the experience they have been trained to think about and apply what they have learned. The projects might be a research paper, a performance of "this world," or a collection of art. Cohorts are often built as departments or programs and, increasingly, as general education as well.

Ensuring Quality & Taking High-Impact Practices to Scale

What Makes the First-Year Seminar High Impact?
Envisioning the First-Year Experience
2017 National Survey on the First-Year Experience:
Finding Meaning in College,
Building Lasting Relationships

2016 National Survey on Student Engagement

LEAP Learning Environments for Applying Professional Competencies

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### Most Frequent Objectives for FYE

<table>
<thead>
<tr>
<th>Institutional Objective (2017 NSFYE; N=525 institutions)</th>
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<tbody>
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<td>80.4</td>
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<td>Placement testing (PT)</td>
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<td>Peer education (PE)</td>
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<td>Student success center (SSC)</td>
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<td>Developmental/remedial education (DEV)</td>
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<td>General education (GE)</td>
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### First-Year Seminar Instruction

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<tr>
<th>Category</th>
<th>2-year</th>
<th>4-year</th>
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<tbody>
<tr>
<td>Faculty: Adjunct</td>
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<td>47.4</td>
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<tr>
<td>Academic advisors</td>
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<td>43.7</td>
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<tr>
<td>Faculty: FT, non tenure-track</td>
<td>56.1</td>
<td>54.5</td>
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<tr>
<td>Student affairs professionals</td>
<td>52.6</td>
<td>52.6</td>
</tr>
<tr>
<td>Faculty: Tenure-track</td>
<td>70.9</td>
<td>48.5</td>
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<tr>
<td>Other campus professionals</td>
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<td>23.5</td>
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<td>Graduate students</td>
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<td>10.3</td>
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<tr>
<td>Undergraduate students</td>
<td>5.6</td>
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First-Year Seminar Instruction

Also present in seminar content
A Constellation of FYE Programs

Dark Blue = > 70%
Royal Blue = 50-69%
Light Blue = 30-49%
Gray = < 30%

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Advising in FYE Sets a Precedent for SOPH

Most Common Sophomore-Year Initiatives

- Career exploration: 59%
- Academic advising: 57%
- Career planning: 52.9%
- Academic coaching or mentoring: 38%
- Leadership development: 3.4%
- Major exploration and selection: 0%
- Campus-based event: 3.7%
- Early alert systems: 2%

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Advising in the senior capstone experience includes:

- Academic advisors
- Faculty members
- Mentors
- Career advisors
- Site supervisors
  - Service
  - Practice
  - Internships
- Professional supervisors
Key Takeaways and Calls to Action

• Facilitate cross-functional approach to advising
• Recognize the role of the co-curriculum
• Move advising to a more central position in the student support ecosystem
• Holistic definition of “advising” and “advisor”
• Acknowledge and resource advising as it evolves in the student experience
Think – Pair - Share

How do you see advising on your campus staying true to these principles?

Think: 1 min
Pair: Find someone next to you!
Share: 2 minutes each way (timed)
“What Do We Know About Advising As A Lever for Racial Equity in Student Success?”

Wendy G. Troxel, Director of the NACADA Center for Research at Kansas State University
❖ Equity in Practice
❖ Differentiated Instruction
❖ Advanced Approaches and Frameworks
Challenges

❖ “It Depends....” (mandatory vs. optional)
❖ Metrics of Advising (whose lenses?)
❖ Willingness and/or ability to intentionally address equity issues one student at a time, as well as at the system level
❖ Inconsistency (on purpose?)
The practice of academic advising seems consistently inconsistent.
But when we think about it . . .

Academic advisors work inconsistently with students because students are individually complex.

Academic advisors work inconsistently with students because institutions are intentionally complex.

(Troel & Kyei-Blankson, 2020)
Evidence-Based Improvement in Higher Education

Publications
Since its founding in 1986, the National Resource Center has published resources exploring the learning, success, and development of college students in transition, including a peer-reviewed empirical journal, newsletters, scholarly practice books, research monographs, and guides.
Affirming, Supporting, and Advocating

Affirmation:

• “Advisors can affirm students’ racialized experiences and combat daily microaggressions by engaging in daily practices of microaffirmations” (p. 81).

• “Advisors using microaffirmations in their daily advising practices create spaces where Black students, and others, can resist and combat ongoing racist experiences” (p. 82).

Affirming, Supporting, and Advocating

Support:

• “Academic advisors must actively seek to engage, empower, and co-create counterspaces (Solórzano et al., 2001) to support the survival of Black students within PWI spaces (p. 82)

• Through creation and support of such spaces, advisors can contribute to a student's ability to handle isolation, deal with negative stereotypes (Nuñez, 2011), and develop personal identity that can encourage a sense of mattering and identity validation (Griffin & Museus, 2015)” (p. 82).

Affirming, Supporting, and Advocating

Advocacy:

• “Advocacy for Black students at PWIs requires more than formed relationships, one-on-one academic advising, and “niceness” (Bemak & Chung, 2010, p. 374)” (p. 83).

• “Fighting for departmental- and institutional-level change on behalf of students might prove the most important action for advisors working with or for Black students and other students of color” (p. 83).

doi.org/10.12930/NACADA-17-028
In your role...

• How do we enact the intended outcomes and purposeful frameworks across the *profession* of academic advising?

• How can we (you) support and structure collaborations within your institution?
  • …account for it…
  • …achieve it…
  • …assess it…
  • …improve it…
  • …create spaces for voices that “fight” for students…
“Institutions that intentionally situate academic advising within the teaching and learning mission of the institution provide a consistently supportive environment for students.

Academic advisors who approach their role as educators, who are given the charge and resources to development meaningful relationships with students, provide an invaluable role in success.

Students who experience consistent care and attention are better positioned to succeed and to persist.”

(Troxel & Kyei-Blankson, 2020)
Think – Pair - Share

What wins have you experienced in centering advising as a lever for racial equity on your campus?

Think: 1 min  
Pair: Find someone next to you!  
Share: 2 minutes each way (timed)
Thank You

See you in Seattle at #NASPA24!

March 9 -13, 2024