ADVISING SUCCESS NETWORK

HOLISTIC ADVISING

HOW INSTITUTIONS ARE REDESIGNING ADVISING FOR STUDENT SUCCESS

ABOUT THE ADVISING SUCCESS NETWORK

The Advising Success Network (ASN) is a dynamic network of five organizations who are partnering to support educational change and improved student outcomes through a holistic approach to addressing the operational, programmatic, technological, and research needs of colleges and universities in direct support of a more equitable student experience.

The Advising Success Network (ASN) focuses on racial and socioeconomic equity by centering the lived experiences, talents, and aspirations of students from low-income backgrounds, as well as Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students.

The network seeks to raise awareness from an institutional perspective, focusing on how the institution designs systems, policies, and processes to either build healthy inclusive cultures or perpetuate systemic inequities.

The network desires to change the institution's understanding of how legacy practices and policies enable or impede student success, and impact student economic mobility and personal, academic, and career success. The ASN aims to guide institutions in this critical work needed to address these systems of power, privilege, and race through analysis of advising policies and procedures.

HOLISTIC ADVISING AWARDS

The Holistic Advising Awards recognize postsecondary institutions that have undergone holistic advising redesign efforts supported by cross-functional teams to increase completion and success indicators for Black, Latino/a/x, Indigenous, Asian, and Pacific Islander students and poverty-affected students.

The case studies presented here showcase institutions implementing advising solutions that reduce educational inequalities. The five institutions demonstrate a commitment to holistic advising with multifaceted approaches that:

- Position advising as a lever for student success and equity,
- Define the ideal student journey,
- Create and sustain campus cross-collaboration,
- Support students' personal, academic, and career plans,
- Use advising technologies to scale high-quality practices, and
- Promote continuous improvement.

Through varied approaches, the awardees display efforts to understand their unique student populations and address assumptions and biases about students in advisor-student interactions, policies, and technologies. They develop teams that work to understand the lived experiences, talents, aspirations, and needs of their students while incorporating student voices and perspectives in designing the ideal student advising experience. All of the case study examples utilize cross-functional teams and support a robust student success agenda through collaboration across their campuses.

Consistently, institutions demonstrating a collaborative approach to holistic advising have faculty and primary role academic advisors involved in personalized advising approaches to support students. The institutions have a cabinet-level or senior-level leadership position with responsibilities focused on holistic student support or student success. Many of the institutions have a specific academic advising mission, vision, and student learning outcomes. Each case study example incorporates improvement processes that reflect on qualitative and quantitative student-level data to ensure institutional policies and practices provide equitable student supports.

As recipients of the Holistic Advising Award, these institutions model successful approaches to redesigning advising practices within a variety of higher educational contexts. The case studies present powerful examples that may be applied across other institutions to initiate a culturally responsive shift in advising practices.

ARCADIA UNIVERSITY

Shifting the Culture through Whole-Life Advising

INSITUTIONAL PROFILE

Arcadia University is a private, four-year institution in Glenside, Pennsylvania. The University traces its history back to 1853. Arcadia is a Predominantly White Institution, and 30–65 percent of students are eligible for Pell.

FROM ACADEMIC TO *WHOLE-LIFE* ADVISING

Growing out of an adaptive strategy, Arcadia created a new Division of Student Success in February 2021. From the start, the Division integrated a student-centered and equity-minded approach to advising. Before the birth of the student success team, the terminology of *student success* was not used frequently at the institution. Generating a culture shift, the new team laid a foundation for holistic advising with written advising goals, advising expectations for students and advisors, assessment tools, student feedback surveys, and a new centralized hub of advising information.

The student success team became a way to amplify the good work that was already underway by leveraging the talents of faculty, staff, and students to create a robust student experience. By tapping into existing strengths and overlapping areas to fill connective gaps, the team highlighted opportunities for students to make connections—whether support connections to meet immediate academic needs, career connections for the future, or faculty connections for research. To become the connective tissue of the University ecosystem, the student success team sought to overlap with programming for the first-year experience, peer mentoring, first-generation students, and transfer students. Overlapping and supporting in all of these areas allowed the team to focus on the health of the whole ecosystem to ensure a more student-centered system.

Whole-Life Advising reframes the University's advising objectives from academic to encompass consideration and support for the student's whole life as they pursue academic and life goals at Arcadia and beyond. The initiative focuses first on improving the quality and consistency of undergraduate academic advising while continually reassessing the structures, supports, and technologies of advising. A core element of this initiative involves increasing the advisor's insight into their students holistically and across students' full experiences.

The Whole-Life Advising framework maximizes collaboration between faculty and professional advisors. This approach developed as a shared venture—starting as a working group, building the approach with goals and expectations, and refining the approach with assessment.

To promote collaboration and the regenerative nature of this approach, the University maintains a department liaison system and a Student Success Hub focused on ongoing professional development.

Department Liaisons as Cross-Functional Champions

Department liaisons are professional advisors in the undergraduate success area. They answer questions from and provide support to faculty academic advisors about both individual student situations and broader advising issues. They also foster two-way communication between departments and the student success team to improve advising support. Liaisons meet with their departments regularly to disseminate and socialize advising goals, expectations, and resources while strengthening the department liaison system.

As part of a comprehensive, multilayered approach to facilitate cross-functional collaboration between units, department liaisons become champions of collaboration across campus for centralized information sharing and promoting professional development opportunities. The liaisons provide structure to the advising relationship between professional advisor and faculty advisor so each role can support the other, ultimately benefiting the student.

Student Success Hub for Proactive Support AND Goal-Oriented Teamwork

The Student Success Hub is a technological tool designed to provide holistic and timely information to a student's support system. This at-a-glance reference and communication tool allows the University to break down data silos and better understand students' experiences. The Hub fosters the Whole-Life Advising team approach so that staff and faculty can better collaborate to support students.

Within the tool, the student success team is working to develop predictive models of student success to parse data sets that identify which programs are effective at helping students persist, complete their degree, and succeed after graduation. The Hub, then, allows teams of formal academic advisors and informal advisors —such as residential life staff, athletic coaches, financial aid counselors, disability support staff, career education staff, and more—to share information about students that can be used to provide holistic assessments and proactive assistance in connecting students with support and opportunities. While the technology has been a helpful mechanism, the student success team started by asking a critical question to fully maximize the Hub: "What are we trying to achieve?"

The Hub connects the support system of the student to facilitate proactive support, and while the team is working to expand integrations, they also understand that one technology is not a fix-all. The critical question "What are we trying to achieve?" becomes the driving concept for goal-oriented teamwork around the Hub. The question brings perspective to the work. Instead of directing the technology development for technology's sake, the team focuses on including key stakeholders in the conversation about the goal. As an example, a request for someone in IT to write code for an integration could certainly be accomplished. However, if the team includes someone from IT in the discussion to consider "What are we trying to achieve?" then the potential possibilities explode to multiple solutions with other insights, ideas, and ways of imagining. The student success team's approach to the Hub has provoked an even greater level of goal-oriented teamwork across departments and functions.

THE CALIFORNIA STATE UNIVERSITY STUDENT SUCCESS ANALYTICS CERTIFICATION PROGRAM

Arcadia's student success team is working diligently to disaggregate data to the finest point to humanize all student populations and more responsibly identify inequities. To achieve this, an Arcadia team enrolled in California State University's Student Success Analytics Certification Program. This certificate program features system and campus data contextualized within national research on student success in higher education and at the "intersection of equity and evidence." The goal is to help campuses design measurably effective student success interventions in response to data, particularly on behalf of historically marginalized students. The team has found that each session of the program is infused with information that supports its efforts to be a more intentional and equity-minded practitioner toward student success. Examples of sessions include Equity-Minded Data Literacy and Overcoming Barriers: A Holistic Approach to Closing Equity Gaps.

The cross-unit team participating in the certificate program was composed of the office of Institutional Research and Effectiveness, the Division of Student Success, Enterprise Applications, Student Affairs, and Civic and Global Engagement. Throughout the course, the team worked on data action project plans to develop specific approaches to reduce inequalities and promote student success at Arcadia University.

Through the certificate program, the team learned to explore disaggregated data to promote equity-mindedness for student success. The program also helped the team consider ways to turn data into action.

"Advising is not just getting students to graduation, where they get as many credits as they need to complete their curriculum requirements... but it's about their career readiness and professional development. It's about their personal growth, their wellness, and their global and civic engagement. It's about thinking about each student holistically."
- **Dr. Peter Siskind**

PROFESSIONAL DEVELOPMENT FOR EQUITY-MINDEDNESS

Arcadia launched an Office of Access, Equity, Diversity, and Inclusion in 2021 to provide leadership for creating equitable and inclusive learning and working communities where every person can thrive. The office provides training and professional development for faculty, staff, and students. Campus-wide training takes place in modules such as the Anti-Black Racism Initiative (ABRI) and Justice, Equity, Diversity, and Inclusion (JEDI) resource module. The module contains resources such as National Conference for Race and Ethnicity in American Higher Education (NCORE) and Project READY: Reimagining Equity & Access for Diverse Youth.

To apply learning within the advising context, Arcadia utilizes resources from NACADA including Dr. Chrissy Davis Jones from the speakers' bureau. She provided training during the academic affairs retreat on how to better support students from a variety of backgrounds. She conducted interactive, small-group sessions on providing advisors the tools and perspective to develop highly effective advising relationships with historically underserved (Pell-eligible, first-generation, and minoritized) students.

During the retreat, the student success team hosted sessions designed to discuss a variety of advising initiatives, provide information about the incoming first-year and transfer students, and otherwise launch the advising work off to a strong start at the beginning of the new academic year. Readings in preparation for the training included "Empowering First-Generation Students Through Personal Experience and Intrusive Advising" and "The Pell Partnership: Ensuring a Shared Responsibility for Low-Income Student Success."

IMPLICATIONS FOR PRACTICE

Arcadia University committed to transforming its approach to advising to ensure advising is not merely academic but Whole-Life Advising. Critical professional development and equity-focused data training bolstered the culture shift at Arcadia. Department liaisons champion the collaborative work of advising across the campus and contribute to the culture shift. Advising teams at institutions may begin to shift cultures by building similar department liaison systems and promoting perspectives on student success that embody the Whole-Life Advising model.

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CLAFLIN UNIVERSITY

Empowerment through Appreciative Advising and Success Coaching

INSITUTIONAL PROFILE

Claflin University is a private, four-year university in Orangeburg, South Carolina. A historically black university affiliated with the United Methodist Church, Claflin was founded in 1869. More than 65 percent of students are eligible for Pell, and more than 90 percent of the University's student body identifies as African American.

APPRECIATIVE ADVISING AND SUCCESS COACHING

Advising is *success coaching* at Claflin University, and it involves four cross-functional teams:

- Success coaches,
- First- and second-year experience staff,
- The academic success center, and
- Faculty liaisons from each of the University's four schools.

Success coaches receive training through the Appreciative Advising Institute to help students articulate their goals, create a plan, and identify ways to address challenges. Coaches implement the Appreciative Advising phases to build relationships with students and create an environment for students to explore and grow. While coaching is promoted as an available service to benefit all students, coaches regularly implement the DISARM phase of Appreciative Advising to further encourage students to maximize this important service.

The University reports that students are relieved with the Appreciative Advising approach because many students may be arriving at school as first-generation students or with family pressures for what students will become. The Appreciative Advising model embodies tender care in aligning a student's strengths, interests, and skills to "optimize educational experiences."

Empowering Faculty Liaisons

Claflin had a faculty-only advising model when it embarked on a culture shift to success coaching. Through the process, some faculty advisors organically became faculty liaisons to champion student success within their respective schools. The faculty liaisons contribute valuable knowledge to the coaching teams related to course content and career paths associated with program majors. Faculty liaisons and student success coaches **work together** to:

- Encourage all faculty to take attendance,
- Promote submission for early alerts as needed,
- Complete and review degree audits for graduating students,

- Collaborate with the Office of Records & Registration to support credit transfer promptly,
- Develop student journey maps for top careers in disciplines, and
- Discuss micro-credentialing, experiential learning, and capstone opportunities with students for career readiness.

Faculty liaisons promote the cross-functional nature of success coaching across the campus. Regular meetings within and between the cross-functional teams and the deans, department chairs, and faculty of academic units occur throughout each semester. Additional departments are invited to these meetings as necessary. Success coaches will add suggested strategies from these discussions to each student's coaching plan. The University leaned into NACADA's resources to engage and educate faculty on success coaching. Specifically, success coaches developed strategies from concepts in the Excellence in Academic Advising program which emphasizes an "institution-wide commitment to academic advising as integral to the institution's teaching and learning mission."

Faculty liaisons in the student's desired field make journey maps to provide a glimpse of end goals while guiding students through their four years of college. These maps help students visualize how to stay on track or get back on track. While journey maps provide a visual guide, conversations, and interest inventories with success coaches allow students to dream and explore.

Campus leaders—including the president and members of the president's cabinet—also host meetings to collectively strategize activities and ways to improve student success from a holistic perspective. Leaders and department teams collaborate to report on student success activities and hold each unit accountable for supporting holistic student success coaching.

Considering Satisfaction and Retention

As part of the culture shifts to focus on more holistic advising, a University-wide reaffirmation process for accreditation by the Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC), and the development of a quality enhancement plan, the University underwent a comprehensive needs assessment which included a survey of stakeholders. Academic advising surfaced as the top priority for restructuring and redesign. While the student satisfaction survey showed that students were satisfied with their advising experiences, the strategic plan established a goal to increase graduation and retention rates. Therefore, campus leaders embarked on a journey of advising redesign to move the needle of student advising experience to increase retention and graduation rates. Claflin is also working with UNCF to create a data-based retention model that is connected to effective advising and student success coaching practices. This work in progress is part of a commitment to continual improvement with student success and holistic advising.

To further incorporate student voice in the redesign process, campus leaders attended student government association town hall meetings where students freely reported areas for improvement. Students also hold seats on decision-making committees for the University to provide critical input in academic affairs. Student voice at Claflin University directly influenced the shift from a faculty advising model to the current student success coaching model. Specifically, students were vocal about the use of technology to enhance the coaching experience, so the University is seeking to adopt technologies in response to student needs.

While the University reports limitations with integrating current technology, the success coaching team is directly responding to feedback from student focus groups and town hall meetings.

The team learned that students receive and respond to information best presented through social media, so coaches engage students where they are to provide critical messaging about goal attainment. Coaches collect notes from meetings with students and administer a survey each semester to gain an understanding of the student's experiences.

EARLY EVIDENCE OF SUCCESS

The success coaching approach is in its nascent stages at Claflin University, and the team looks forward to building upon and measuring against established goals. As part of the redesign, the team created a mission statement specific to success coaching and in alignment with the overall institutional mission:

Student Success Coaches will work to build relationships with students that nurture and helps them build tailored success strategies for continuous progress toward graduation. Coaching techniques and procedures along with solid ethical standards and equity practices will increase the number of students retained and who attain their goals.

Equity practices are crucial for student success coaching so that all students—despite background and individual needs—can achieve good academic standing, articulate their goals, stay on track toward a career pathway, acquire an experiential learning activity, and achieve financial clearance each semester. Students complete the College Student Inventory and review their results with their success coaches to identify individual needs. This inventory identifies a student's "receptivity to specific student services" and equips success coaches to differentiate their approach to each student and stand in the gap regarding any needs students may have. Coaches, students, and faculty can connect this inventory with the student's journey map for their major.

The team sees an increase in evidence of relationship building based on the number of students meeting with their success coaches. Returning student numbers and preregistration numbers have also exceeded the University's goals. The team expects a record-breaking retention rate in the coming year based on early observations of student engagement with the success coaching model.

IMPLICATIONS FOR PRACTICE

Despite limitations with technology and the absence of a degree auditing tool, Claflin University is dedicated to moving forward with student success coaching using a faculty liaison model. The cross-functional team with a faculty liaison enhances direct conversation with students about their career goals while connecting coursework and co-curricular engagements with a student's future.

"Faculty are having conversations with students around their career goals and what they need to do in addition to coursework to get prepared for that career goal they have identified."
- **Dr. Twaina Harris**

Institutions transitioning from a faculty-only advising model may integrate components of empowering faculty advisors as department liaisons and advocates for a success coaching approach to holistic advising.

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COLLEGE OF LAKE COUNTY

Holistic student supports outlined in the College's Equity in Student Access and Success Plan

INSITUTIONAL PROFILE

College of Lake County is a community college in Grayslake, Illinois. The College opened in 1969. It is considered a Hispanic-Serving Institution and less than 30 percent of students are eligible for Pell.

ACCELERATING CHANGE WITH AN EQUITY IN STUDENT ACCESS & SUCCESS PLAN

The College of Lake County created a student success framework aligned with its strategic plan. The Lancer Success Framework, named after the institution's mascot, was built on work related to Guided Pathways and Completion by Design's Loss and Momentum Framework. The framework includes holistic advising support for students, defined as helping them identify their goals and plan their path while championing them along their way. The College articulated this framework considering the aspirational vision of a student's holistic experience. An Equity in Student Access and Success Plan uses the framework as a key foundation. The plan was created as part of the College's participation in Partnership for College Completion's Illinois Equity in Attainment initiative.

The Equity in Student Access and Success Plan is a road map to outline priorities within the student experience and respond to inequities that were identified through quantitative and qualitative evidence, especially institutionalized causes of student inequities. A statewide goal in Illinois influenced the forward motion at the College. The State's goal is to achieve a 60 percent higher education credential rate by 2025. The College set an ambitious target to move from a 29 percent graduation rate with significant equity gaps to a 45 percent graduation rate for the group of students that start in the fall of 2024 with no equity gaps.

The College reflected on the question "What would it take to get to a 45 percent graduation rate?" In answering this question, the College realized the importance of considering the student experience specifically for Black, Latinx, and low-income students. Retention rates highlighted the need to attend to students' onboarding, first year experiences, and advising. Additional feedback throughout the development of the plan informed the redesign of student support. The plan outlines the current state and desired future state with specific targets and milestones along the journey.

The College's Lancer Student Success Council, in partnership with Onboarding and Advising, sought to create a seamless experience for the students by forming a cross-functional task force. Starting with an Onboarding and Advising team vision statement, the team created student learning outcomes aligned with its mission statement:

> The College of Lake County Onboarding and Advising team helps each student make a successful transition to the College, explore their interests, develop an academic plan, and engage in educationally meaningful experiences. We accomplish this by providing holistic, personalized advising in an inclusive environment where all students feel welcome and valued. We continuously advocate for and work to develop processes, programs, and policies that support student success.

To create a barrier-free environment, the team reviewed systems to identify and address instances of power, privilege, and inequity in policies, procedures, and processes. This work led to a cohesive student support model and a set of policies to maximize opportunities for success for students across demographic groups. A holistic, case management model of advising with a team of field-specialized Academic Success Advisors is an essential component of the student support model.

Aligned with the student success definition to provide a culturally relevant pathway and a personalized experience, leaders in the student development team created a hiring plan to diversify their team. As a new set of employees for the College, the navigators were hired to mirror the student population.

To facilitate a cross-functional, case management approach to advising, the College utilizes EAB Navigate technology to connect students to their support team and team members to each other to increase opportunities for students to succeed. Navigate enables all advising professionals to leverage dynamic functionality including case management notes, appointment scheduling, early alerts, academic planning, email and text communication, and referrals.

Fostering Field of Interest Teams

Field of Interest (FOI) teams are a key component of cross-functional collaboration at the College. The FOI teams regularly connect faculty, academic success advisors (ASAs), career center staff, and others to lend their field-specialized knowledge to support students at every step of the way. FOI teams meet in person once a semester to discuss various advising topics and they also stay connected throughout the academic year via an Advising Tools and Resources MS Teams site. ASAs also join academic division meetings, and faculty advisors are regularly invited to ASA meetings to share updates and collaborate regarding student experiences.

The FOI team component of the College's approach to advising promotes collaboration between the advisors, faculty, and other specialists. ASAs lead the FOI teams and bring together professionals in academics and career planning to ensure student-centered collaboration. This collaborative work has included mapping of each degree program with faculty. A time-intensive process, ASAs worked with each department separately to talk through the student experience within each program. This process enhanced relationships between the faculty and the advising team and produced improved maps that can be used by students and advisors to personalize each student's plan.

ASAs coordinate advising and technology training for faculty advisors and also connect with critical governance groups such as the Lancer Student Success Council, the Curriculum Committee, and the Diversity Council. Working through the FOI teams, ASAs simplify and streamline collaboration and

communication for faculty to have one primary point of contact for all advising needs, questions, and concerns.

Teams apply an <u>appreciative advising approach</u> in their work with new and current students. This is a constructivist approach that provides a theoretical infrastructure and practical framework for advisors to enhance their interaction with students. It is informed by the principles of positive psychology, Appreciative Inquiry, and motivational theory. <u>Appreciative Advising's</u> six phase model provides "fluid nonlinear scaffold for advisors to intentionally use positive, active, and attentive listening and questioning strategies to build trust and rapport with students (disarm); uncover students' strengths and skills (discover); encourage and be inspired by students' dreams (dream); co-construct action plans with students to make their goals a reality (design); support students as they carry out their plans (deliver); and challenge both themselves and the students to do and become even better (don't settle)."

Employing Equity Review Framework

Starting with an equity-based policy and procedure review framework, the College first considered *how* to go through a process of reviewing policies, looking at the evidence, aggregating that evidence, and thinking about how different populations may be affected.

Much of this work looked at streamlining processes and ensuring information was accessible to students. Through this review framework, the team discovered the policy to demonstrate residency within or outside of the college's district was not easy to locate when students were looking for their tuition rate and some students did not know how to fill out the application or what they needed to do to address residency. This process was revamped to become part of onboarding. Reviewing student processes has enhanced communication across campus and initiated improvements for students moving forward.

LANCERS LINK, LAUNCH, LEARN, AND LEAP

With the student experience central to the <u>Equity in Student Access and Success Plan</u>, the team follows phases of Link, Launch, Learn, and Leap to work with students throughout their time at the College. CLC leveraged principles of Guided Pathways and Completion by Design's Loss and Momentum Framework to develop this contextualized set of phases and the ideal student experience. Each student has a college and career navigator as their go-to person to help them navigate the application process, get test scores and transcripts in, pick their first semester classes, get their textbooks, and feel ready for the start of their first semester. This navigator connects students to orientation, which entails a set of online modules strategically served at the right point of the onboarding process so as not to overload students.

> **"We wanted to make sure whatever we did would be at scale. A colleague once said to me that student success shouldn't be left to privilege, chance, or luck, and that's a lot of what was happening: if a student was lucky enough to form a connection with an advisor and they had that support person while they were here, or if they knew enough to take advantage of our orientation program, then they would benefit from it. Now, what I think we've accomplished here is such a streamlined process that we're welcoming all new students into, and it just becomes a part of the culture."**
> - **Christine Lewis**

Then, convocation is a launch event where students meet others who are also starting their journey at the College. Students hear from faculty and other students on a panel. They meet members of the ASA team and learn more about what that relationship is going to be like.

This is the point of transition from the college and career navigator to the academic success advisor who supports students from first semester through graduation. Students take a College Success Seminar course to learn about the resources the institution provides and how to be successful in their program. An assignment in that class is to meet with their academic success advisor and build a holistic success plan toward the degree or certificate completion.

Many of the steps of the Link, Launch, Learn, and Leap process are managed through the EAB Navigate technology at strategic points. This platform collects the milestones of a student's journey, helps connect advisors to see who is on track and who may be slipping off their track, and identifies gaps in a student's journey.

IMPLICATIONS FOR PRACTICE

"What would it take to get to a 45 percent graduation rate?" This question became a pivotal point as the College of Lake County sought to redesign the entire student experience to achieve this ambitious goal. This journey was guided by an Equity in Student Access and Success Plan throughout the redesign. Fostering FOI teams to build bridges of collaboration to benefit students is an exemplary practice that other institutions may begin to implement immediately.

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NUETA HIDATSA SAHNISH COLLEGE

Creating an Earth Lodge Village Where Students Can THRIVE

INSITUTIONAL PROFILE

Nueta Hidatsa Sahnish (NHS) College is a public, four-year institution in New Town, North Dakota. NHS College was tribally chartered by the Three Affiliated Tribes of the Fort Berthold Reservation in 1973. The College is designated as a Tribal College, and 30–65 percent of students are eligible for Pell.

THRIVE FOR STUDENT SUCCESS WITH HOLISTIC ADVISING

NHS College identifies a dynamic team working within a model called THRIVE as central to its holistic advising success. The vice president of student services oversees holistic student support and student success. Her team breathes life into the College's Student Enrollment Plan, which includes recruitment, onboarding, persistence, learning support, retention, and completion.

The student services team includes the admissions/recruitment director, Storm Early College coordinator (dual credit/dual enrollment), registrar, student success/alumni/veterans enrollment (SSAVE) coordinator (first-year students), retention counselor (disabilities/career services/emergency funding), financial aid team, library staff, administrative assistant/tutor help.

This proactive team of diverse professionals maximizes holistic student success by providing a cohesive, "warm blanket" of wrap-around services and as-needed supports that include:

- T: tuition and finances,
- H: health and wellness,
- R: resources and supports,
- I: instruction and academics,
- V: vocation and career paths, and
- E: extracurriculars and events.

The THRIVE model creates an earth lodge-like village that echoes the voices of students' ancestors while strengthening their skill sets to be tribally educated and globally prepared for work in a modern world. This model also features a cross-functional advising team where academic advisors receive support from student services staff and —sometimes informally—from other college personnel with whom students are comfortable.

CONSIDER IT COLLABORATIVE, AN EARTH LODGE VILLAGE APPROACH TO ADVISING

NHS College points to its unofficial mantra, "It takes a village, an earth lodge village," in its approach to holistic student advising. Within the village, there is no room for silos. Students receive a specific academic advisor, but all faculty and staff support students either formally or informally. Therefore, the team establishes the support system within the earth lodge village from day one and is ready to act if a need arises. Academic advisors working with students in a general education program encourage students toward a more specific program of study.

The team uses advising checklists, regular faculty orientation, continual cross-departmental communication, and purposeful benchmarks and checkpoints to promote collaboration. Most importantly, the team hosts Monthly Institutional Success Huddles—well known on campus as MISH. The MISH grew out of a need to further integrate all the collaborative components of the earth lodge village support model—academics, student services, campus services, and institutional research. These huddles provide the opportunity to evaluate progress, dig into data, align strategic planning, and improve communication to promote student retention. NHS College leaders believe these components are all connected, and the MISH promote collaboration and alignment to ensure each student's success.

Policy Parties for Improvement

In every department, ongoing critical analysis takes place through an annual program review, employee evaluation, student satisfaction surveys, student focus groups, course evaluations, and strategic planning. The MISH facilitate regular discussion on ways to improve institutional policies, procedures, environment, and systems. The College also utilizes strategic kaizen sessions for rapid and continuous improvement processes to detail current procedures, identify needed changes, and assign tasks and personnel to ensure that changes occur. These components then inform an annual policy party to revise policies accordingly. The team communicates updates via the website, handbooks, among the board of directors, during student orientation, and at staff meetings. This continual improvement process combined with the annual policy party enables the team to transform a patchwork of ideas and attempts into what the team calls a "colorful, patterned star quilt" of intentional, research-based changes.

Critical Steps Toward Redesign

NHS College has been working closely and strategically with Achieving the Dream—first with a data focus, then on strategic planning, and most recently through a Holistic Student Support (HSS) grant to create the critical components encompassed in the College's intentional academic advising model.

Through the College's research including discussions with faculty and staff, student surveys, and valuable input received at student senate meetings, the Academic Team has evaluated and redesigned key components for student success and student learning outcomes. Students also have opportunities to participate in the Storm Leadership Program and Lunch with the President to share ideas for enhancing the campus community and academic environment.

Every department created a degree tree using the Jenzabar digital technology. Every department also created a degree sequence plan, which helps students choose classes and understand how much progress they have made toward their respective degrees. These degree trees support the College's commitment to student success which the team defines as "degree completion to employment, one successful semester at a time."

MONITORING STUDENT SUCCESS

The director of research and effectiveness collects and analyzes institutional data. She reports student data through a weekly THRIVE report that lists every student, their grade point average, absences, and the number of course withdrawals for each department and degree plan. These reports are reviewed regularly alongside retention data. Overall, the college monitors student success through persistence and retention rates, completion data, and the stories and reflections from students regarding their growth and progress. Monthly reports to the president, executive administration, board of directors, and the college learning community demonstrate the team's dedication to holistic student support and individualized success.

Students complete a satisfaction survey to anonymously report about their interactions with advisors. This feedback informs improvement processes. The president has regular focus groups each semester with the student body.

The retention module in the learning management system engages stakeholders across campus in noting, implementing, and following up on interventions to support students with academic, financial, personal, and technological needs. The retention module facilitates ongoing communication and closure related to student needs.

THOSE WHO KNOW AND LIVE THE STORY TELL THE STORY

Respect as the Cornerstone for Differentiated Support

NHS College considers its approach to advising as intrinsic to indigenous thinking. Administrative leaders maintain a stance that a person knows best about their own culture; therefore, this respect is applied to all racially-minoritized students and poverty-affected students. Onboarding at the College includes establishing the concept of loving and supporting students within the earth lodge village model. This love welcomes students and also understands when students may prefer a supportive relationship with someone else, other than their appointed academic advisor.

With values of honesty, respect, responsibility, tenacity, curiosity, being a good relative, and innovation, the academic advising team works to ensure all faculty and staff embody these values. The team integrates cultural principles to honor the past for those living in the present while shaping the future. NHS College stands as a leader in holistic advising with its earth lodge village model supporting students to be tribally educated and globally prepared.

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"We want students to understand what a global world looks like and what the opportunities are while matching student skills to those opportunities. Helping advisors pull out the best in students... that sums up what we want our advisors to be."
- **Dr. Constance King Gottschall**

SUNY SCHENECTADY COUNTY COMMUNITY COLLEGE

Individualized and Intentional with My Survey to Success

INSITUTIONAL PROFILE

SUNY Schenectady is a public community college in Schenectady, New York. The College is part of the State University of New York (SUNY) system and opened in 1967. SUNY Schenectady is a Predominantly White Institution, and 30–65 percent of students are eligible for Pell. The College serves about four thousand students, mostly regional.

MY SURVEY TO SUCCESS AS AN AVENUE FOR HOLISTIC ADVISING

The College provides a dedicated support system for students from day one through to graduation. During New Student Registration Day, students complete an intake form called *My Survey to Success.* This survey contains questions regarding student goals, technology needs, academic preparedness, and personal responsibilities and concerns. Each student's support team—a collaboration of advisors, faculty mentors, and coaches —receives the results of the survey to inform how the team may work to meet individualized needs and remove any barriers to success.

The survey provides information about each students' holistic experience at a particular point in time. Advisors and

> "With this holistic approach we've taken, students don't just meet with us once. We find students have attached themselves to us and they will come multiple times throughout the semester for various reasons."
> - **Mitzi Espinola**

other student support staff are trained on data privacy and have access to the survey information so that students do not have to repeat their stories. Survey questions include topics such as students' comfort with online technology, outside work responsibilities, disability services, career exploration needs, and basic needs such as food, housing, and childcare. This survey provides an early and easy way for students to share their needs and receive personalized support.

SUNY Schenectady's academic advisors are part of the College's Strategic Initiatives and Planning (SI&P) Division, overseen by the Vice President for SI&P. The advisors, student success coaches, and career services team report to the dean of academic affairs. Admissions, EOP, TRIO, and Early College all operate under the SI&P. This structure promotes cross-planning, training, and developing strong ties among areas to reinforce a holistic student support system and leads to increased success.

Coaches and advisors work together to ensure students' resource needs are met. To accomplish this, academic advisors are integrated into all academic divisions, and they participate in monthly meetings, attend curriculum workshops, and work with faculty mentors. Academic advisors also partake in the College's Academic Senate and serve on collegewide committees toward shared governance.

To facilitate cross-functional collaboration, academic advisors meet monthly with student success coaches and career services. The Starfish platform is the College's early alert system, and advisors use this when meeting with students. They review notes left by success coaches, financial aid, and faculty members to best serve their students during meetings. Academic advisors utilize DegreeWorks—and train students to use this technology as well—to ensure students are aware of their progress toward completing their degrees.

A CROSS-FUNCTIONAL TEAM AS THE SUCCESS CENTER FOUNDATION

Academic advisors, success coaches, and career services are all located on the same floor close to the College's food pantry, student government offices, and counseling/ADA support services. The proximity to partner offices promotes easy transitions from advisor to coach or advisor to counselor if students need to meet with someone else. This warm, direct handoff to a resource area provides better support for students and allows for more rapid and intentional follow-up. Students have requested a more centralized location for student support, and, in response, the college is building a comprehensive Student Services Center.

While a centralized space may facilitate student success, the cross-functional team is the foundation for the success center. Students receive a professional advisor based on their program of study. Advisors are cross-trained in all

programs of study so they can remain their students' advisor even if the student changes majors. Each academic division has an advising liaison who attends all division meetings and stays up to date with essential information and curricular changes. The advising team meets biweekly to share all divisional news. The faculty play a key role in mentoring students in their expertise, and every major has a faculty member assigned as the faculty mentor. The role of the faculty mentor is to meet with students to discuss intricacies within their academic area such as exploring various careers, internships, job outlook, and more. This collaboration between advisor, faculty, and student creates a dedicated support team that helps to foster retention and completion.

Onboarding advisors is a critical element in ensuring students receive a holistic advising experience. SUNY Schenectady has a robust training manual to prepare all advisors and faculty members for their work as part of the success center. Advisors work closely with faculty members teaching first-year seminars to distribute all academic information including drop and withdrawal deadlines and following semester registration information. Advisors push into courses year-round to assist faculty. As members of NACADA, the Global Community for Academic Advising, advisors participate in professional development and share what they learn with all advisors and faculty.

CULTIVATING A CULTURE OF HOLISTIC ADVISING

DEI Day and BIPOC-Focused First-Year Seminar

SUNY Schenectady's administration created opportunities for staff and faculty to engage in conversations around implicit biases to cultivate greater equity-mindedness on campus. To shift the culture and elevate a focus on embracing diversity, equity, and inclusion across the campus, the College halted operations to

allow all faculty and staff to engage in a DEI day: "Building Pathways to Each Other: Learning and Growing Together." This day laid the groundwork for the College offering ongoing professional development related to identifying and addressing inequities in academics and higher education. College leaders noted how the DEI day became a springboard for DEI to become a foundational element of the strategic plan.

SUNY Schenectady sought to include all staff and faculty in the DEI work by creating learning communities where members worked together on topics including racial equity, microaggressions, neurodiversity, and allyship. The learning communities explored how the College serves students and how policies affect various student groups. The administration now considers all policies, procedures, and initiatives through an equity lens. Since equity is central to policy development, so too it is central to holistic advising redesign.

During the College's DEI focus groups, racially-minoritized and poverty-affected students shared their experiences on campus and offered insight into how the College might work to better understand their needs. The College hosts regular discussions focused on how issues affect students' lives. Discussion topics include Black Lives Matter, the Uvalde massacre, and the murder of George Floyd. Staff and faculty attend these events to hear from students and gain an understanding of student experiences and factors affecting students' academic and social presence on campus. The College's Chief Diversity Officer provides safe spaces for students, faculty, and staff to have engaging and meaningful conversations.

The College sought to redesign the student experience in response to student request, and now it offers a first-year seminar course specifically designed for BIPOC students. Academic Advisors push into this class to support the faculty members teaching the course. Support services also work to provide basic and emergency need supports. For example, students have access to laptop loaners, hot spots, a clothing closet, a food pantry on campus, and even emergency funds for unexpected financial burdens.

Integrating Student Feedback

Becoming a member of Achieving the Dream and a SUNY Guided Pathways Institution influenced the College's decision to address advising. Initially, the College had faculty advisors and part-time professional advisors. The institution shifted to provide students with a better opportunity to build relationships with their advisors and have a stronger support system.

As a SUNY Guided Pathways Institution, SUNY Schenectady created a video as a capstone project to hear from students about the services provided at the institution. The students' feedback guided changes in the College's advising and coaching. Student feedback also informed changes to improve engagement, retention, and services. Specifically, students indicated they wanted a central location where they could complete their enrollment process. The Welcome Center now houses admissions, financial aid, and the student business office. The new Student Services Center will house Academic Advisement, success coaches, and career services. Students shared about the need to streamline access to these spaces, and the College responded by modifying the office locations.

Deep Dive Data Summit

SUNY Schenectady hosted a deep dive data summit to look at retention rates through the lens of midterm grades. The data were disaggregated to look at first-generation students, full-time, part-time, gender, race, and ethnicity. During the data summit, the College asked faculty and staff to consider current practices and possible practices to assist students and put them on the path to success during the first eight weeks of the semester. Disaggregating the data while considering these questions allowed faculty and staff to see the data in a humanized way which led to robust conversations about the unique needs

of each population. The realizations at the data summit influenced the College's approach to advising and relationship-building among advisors and students. Metrics used to measure advising effectiveness include the number of contacts an advisor makes, the amount of time spent with students, and student retention rates. The numbers now demonstrate that students are meeting with advisors more frequently and for more reasons beyond making their schedule. Students are truly accessing the team of advisors for support.

The College also dives into student trends based on cohorts aligned with the strategies and initiatives they are a part of. For example, students who register close to the start of a term (less than two weeks) are part of a cohort that has frequent communication and outreach from coaches and advisors. The team measures this cohort's midterm grades, attendance records, and overall assignment completion through the Starfish system.

The Institutional Research team puts together data for coaches and advisors to conduct outreach and ensure students are on track to be successful. Specifically, data dashboards focus on enrollment, graduates, and cohort success with a five-year lookback. The dashboards include Excel documents with pivot tables attached to the anonymized student data. Users can sort and disaggregate the data as needed by using individual or multiple variables including gender, race, age group, major, degree type, division, full- or part-time status, student type, and student county of residence. The cohort success dashboard presents one- and two-semester retention rates, along with one-, two-, three-, and four-year graduation rates. The cohort success dashboard also has the option of using Pell status and first-semester credit ratio in addition to the variables available in the other dashboards. Data deep dives help with continuous improvement in the College's approach to advising.

IMPLICATIONS FOR PRACTICE

The *My Survey to Success* guides a support team centered on the student from the start of their academic journey. The support team begins having career conversations immediately to ensure that each student is in a program that fits their goals. This supportive model ensures students' needs are met beyond simply making their schedule each semester. The cross-functional team uses data deep dives to encourage collaboration and alignment, and the newly developed Welcome Center and Student Success Center provide centrally located spaces where students can access the support they need.

The College's culture shift aligned with DEI practices and in response to student feedback has cultivated trust among faculty and staff to build stronger relationships with students that result in more frequent advising visits. The advising manual has been a useful tool to align all members of the student support team for a true, holistic approach to advising.

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