2024-2025 Advising Success Network Cohort Application Questions

Institution & Team Information

1. Name of institution

2. Please indicate your institution type (select all that apply):

   - Alaska Native Serving Institution
   - Asian American and Native American Pacific Islander-Serving Institution
   - Hispanic Serving Institution
   - Historically Black College or University
   - Native American Serving Non-Tribal Institution
   - Native Hawaiian Serving Institution
   - Predominantly Black Institution
   - Predominantly White Institution
   - Tribal College or University
   - Other (please describe):

3. Institutional Lead's Name:

4. Institutional Lead's Title:

5. This project requires cross-functional team engagement including a senior leader, advising champion, faculty and primary-role advisors, and representatives from institutional research and information technology. Not every team member is expected to engage in every meeting. Who do you anticipate will participate most frequently in your cross-functional team for this project? (Check all that apply.)

   - Senior Academic Officer/Provost
   - Senior Student Services Officer
   - Student Services Director or Dean
   - Primary-Role Advisors
   - Faculty Advisors
   - Other Student Services staff
   - Institutional Research staff
   - Faculty/instructors
   - President/CEO
   - Students
   - Don't know
   - Other (please describe)

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6. Senior Leader Name & Email *please note that we will not reach out to this person before first connecting with the institutional lead:

7. What is your advisor to student ratio? (open-ended)

8. How would you describe your current advising structure?

    - Self-contained: All advising occurs in a center staffed primarily by professional advisors or counselors; faculty may also advise in the center

    - Faculty only: All advising is done by a faculty member, usually in the student's academic discipline

    - Distributed: Students are assigned to a department advisor (usually faculty), but there is a central administrative unit with primary-role advisors to support the department advisors by providing resources and training

    - Split: Advising is carried out by faculty in their departments, as well as primary-role advisors of an advising center responsible for a particular subset of students (e.g., those who are undecided on a major, freshmen, those on academic probation)

    - Other (please describe)

9. Please describe your current advising model, including identifying the unit on campus responsible for advising and your advising ideology (e.g., appreciative, proactive, developmental, etc.). (open-ended)

10. Please describe any advising technologies you utilize, if any. Advising Technology refers to the source systems, advising tools, and add-on student support features that provide information from and about students to institutions. Example technologies include tools for course scheduler and registration, degree audits, degree planners, and note-taking tools in addition to others.

Capacity for Cohort Engagement

11. Does your institution agree to participating in the core cohort experience components as **outlined in the Timeline & Key Activities**?

    - Yes

    - No

    - Uncertain

12. Do you have any capacity concerns that you would like to discuss further or would need support with?

    - Yes

    - No

    - Uncertain

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Institutional Goals & Alignment to ASN Offerings

The available ASN support areas are categorized into the following six areas with specific activities described underneath. Please indicate your institution's level of interest in receiving tailored external support as it relates to each capacity area

13. Engaging Leadership in the Change Process to Transform Advising (Audience includes senior leaders like President/Provost/Vice President)

   - Exploring the Campus Landscape: Create a map to illustrate the key indicators of sense of belonging within the academic community of practice

   - Managing Mindsets for Change: Apply change management and adaptive skills when engaging stakeholders

   - (Re)Envisioning Advising Redesign: Establish or (re)establish a holistic advising vision aligned to the strategic plan; Create internal communication strategies to establish buy-in and trust in advising redesign process

   - Resourcing Advising Redesign: Create a map of existing resources related to the current advising infrastructure; Identify resource-specific needs to embed in an advising strategic plan

      - Unsure

      - Not interested

      - Somewhat interested

      - Very interested

14. OPTIONAL: Please add any additional context or explanation as needed about your selection here.

15. Identifying and Implementing the Core Components of Holistic Advising (Audience includes cross-functional team inclusive of mid-level student support / advising leaders, primary and faculty advisors)

   - Core Components of Holistic Advising: Develop an operational definition of holistic advising

   - Understanding Racial and Socioeconomic in Advising: Define equity in advising for the institution's specific student population and draft equity-centered language for college-wide definitions and advising systems

   - Understanding Your Student Population: Examine student groups through an equity lens and use design thinking to engage in student support program design

   - Working Towards Your Ideal Advising State: Define the ideal advising model and start to make plans to achieve this ideal

   - Understanding the Student Journey: Understand and apply student journey mapping

- Designing a Professional Development Plan for Student Success Professionals: Create a scalable professional development plan to support the work of student success

- Advising System Architecture - Integrating Career Advising: Identify how/where advisor competencies can be demonstrated in the career advising process and develop an action plan to address racial and socioeconomic inequities within advising system architecture

- Process Mapping: Build a process map that reflects the current state and create a redesigned future state of the advising process

    - Unsure

    - Not interested

    - Somewhat interested

    - Very interested

16. OPTIONAL: Please add any additional context or explanation as needed about your selection here.

17. Developing Cross-Functional Alignment Across the Institution (Audience includes cross-functional team inclusive of mid-level student support / advising leaders, primary and faculty advisors)

    - Aligning Core Components of Holistic Advising with Roles and Responsibilities: Produce an inventory of student support programs, examining the characteristics of connections between those programs and create an action plan to integrate student success initiatives

    - Cross-Team Collaboration: Institutions identify key stakeholders in systemic redesign, the roles they can play, and strategies for them to work collaboratively

        - Unsure

        - Not interested

        - Somewhat interested

        - Very interested

18. OPTIONAL: Please add any additional context or explanation as needed about your selection here.

19. Selecting, Implementing, & Scaling Advising Technology (Audience includes cross-functional team inclusive of mid-level student support/advising/IT/IR leaders, primary and faculty advisors)

    - Preparing to Purchase Advising Technology: Identify key stakeholders and consider common reasons for resistance and share best practices for engaging resistors to build buy-in earlier in the process

- Navigating the Advising Technology Landscape: Audit existing knowledge and resources (particularly availability of staff and staff capacity for this work) to ensure that a diversity of perspectives and strong cross-functional team is included in the procurement and implementation process

- Scaling Technology: Identify and communicate stakeholders of tech systems on campus; learn the best practices of how to train campus users on tech systems; understand the needs for maintaining and reviewing the tech systems

- Equity in Technology: Develop an action plan to work toward a just integration of an advising technology

  - Unsure

  - Not interested

  - Somewhat interested

  - Very interested

20. OPTIONAL: Please add any additional context or explanation as needed about your selection here.

21. Developing a Plan for Evaluation and Continuous Improvement (Audience includes cross-functional team inclusive of mid-level student support/advising/IT/IR leaders, primary and faculty advisors)

  - Key Components of Advising Program Evaluation: A framework to evaluate the effectiveness of current advising programs that includes the use of a broad range of disaggregated data, analysis of equity gaps, and leading indicators

  - Assessment & Advising Program Evaluation: Establishing Goals, Outcomes, Metrics: Create a set of learning outcomes to define measurable goals, intended outcomes, and metrics of advising at the institution

  - Evaluation Framework and Design: Develop a mindset that embraces the application of program evaluation data and insights to inform improvements to advising systems and structures

    - Unsure

    - Not interested

    - Somewhat interested

    - Very interested

22. OPTIONAL: Please add any additional context or explanation as needed about your selection here.

23. Planning a Comprehensive Strategy for Staff and Faculty Advising Professional Development (Audience includes primary and faculty advisors)

- Elements: Data Oriented Mindset and Systems: Develop definitions for data-informed culture and decision-making that intentionally center equity

- Academic Advising and Your Identity: Develop an understanding between the intersection of identity and belonging

  - Unsure

  - Not interested

  - Somewhat interested

  - Very interested

24. <u>OPTIONAL</u>: Please add any additional context or explanation as needed about your selection here.

25. Which of the following capacity areas would you identify as a key strength of your institution? Select all that apply.

  - Engaging leadership in the change process to transform advising

  - Identifying and implementing the core components of holistic advising to redesign advising policies and processes

  - Developing cross-functional alignment across the institution

  - Selecting, implementing, and scaling advising technology

  - Developing a plan for evaluation and continuous improvement of advising

  - Planning a comprehensive strategy for advisor professional development and continuous learning

  - Other (please describe):

26. What projects/initiatives is your institution currently participating in related to advising redesign? [Open-ended response]

27. I hereby confirm that my institution's senior leader is aware of and supports the institution's participation in this application process:

  - Yes, please write your name to confirm:

  - No.

Thank you for completing the application and indicating interest in this cohort experience! The ASN is reviewing applications over the next few weeks and will confirm participation selection by mid-December. Please let advisingsuccessnetwork@naspa.org know if you have any questions or would like to be considered for other engagement opportunities in the future.