

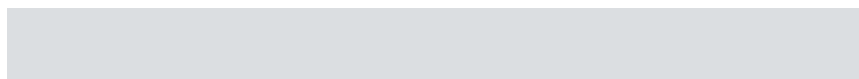


Education
Advisory
Board

Community College Executive Forum

Optimizing Academic Advising at Community Colleges

Guiding Students through College to Completion



Community College Executive Forum

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1) Executive Overview

Key Observations

Assign students to professional and faculty advisors based on academic goals and program interests. Advising conversations are optimized when both parties share a common set of interests, and advisors (whether professional staff or faculty) have sufficient expertise in the field to guide students. Separate professional advisors into general and specialized roles to advise undecided and students with declared majors, respectively. Upon selecting an academic program, transition formerly undecided students to faculty or specialized professional advisors for the remainder of the students' time at the institution.

Early alert software systems facilitate seamless identification of and communication about students whose behaviors suggest risk of academic failure. These systems track quantifiable student behavior such as attendance, login for online class, participation rates, or academic performance. When systems identify students as "at-risk", the advisor can meet with the student to develop a step-by-step action plan. Each step of this action plan has its own deadline to help students feel less overwhelmed and adhere to the plan. Students who do not respond to outreach attempts receive contact information to seek resources independently.

Conduct formal trainings for new professional advisors to learn college procedures and program offerings; faculty advisors should undergo annual trainings led by professional advisors. Formal trainings for professional advisors should include lectures and discussions by experienced advisors, workshops, shadowing of tenured advisors, and advising under observation. Alternately, faculty advisors should attend abbreviated annual trainings due to their limited schedules and multiple academic responsibilities. These workshops should focus on general advising strategies and updates on the unique challenges that community college students face.

Define student learning outcomes for advising sessions to evaluate advising programs; evaluations may also include aggregated metrics, student surveys, and individual performance reviews. Assessment plans enable advisors, directors and other campus stakeholders to evaluate whether academic advising programs achieve their intended programmatic and student-learning goals. The National Academic Advising Association (NACADA) outlines an assessment cycle that relies heavily on the institution's defined student learning outcomes (SLOs) and emphasizes continuous progress instead of a static end goal. Formal individual performance evaluations do not impact the overall assessment of the advising program but facilitate individual advisor professional development.

2) Organization of Advising Services

Common Advising Models

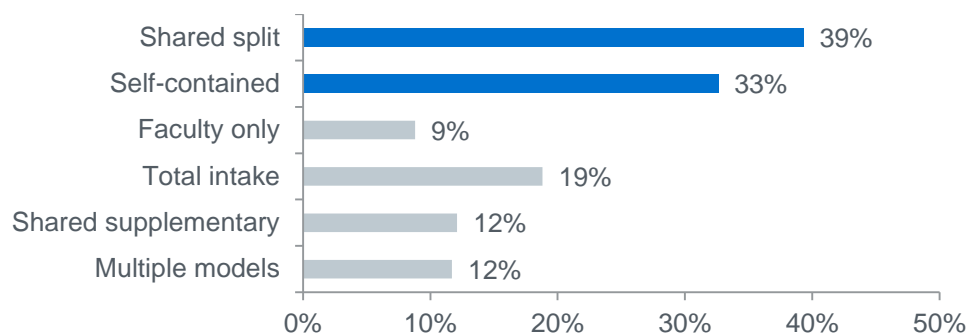
NACADA Survey Reveals Two Dominant Advising Models among Two-Year Institutions

The National Academic Advising Association (NACADA) surveyed 239 two-year institutions and asked respondents to indicate which of the following five models they use on their campuses:

- **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.
- **Shared supplementary:** Professional staff support faculty advisors by providing resources/training.
- **Shared split:** Faculty members provide advising in academic discipline, and staff members are responsible for a subset of students (e.g., undecided, pre-majors).
- **Total intake:** All incoming students are advised; students may be assigned alternative advisors later in their educational careers.¹

The majority of participating institutions indicated the use of a shared split or self-contained academic advising model, which rely on a combination of professional advisors and trained faculty to help students set academic goals, choose courses and degree plans, and overcome barriers to success.

Academic Advising Model Frequency Across Two-Year Institutions



Source: 2011 NACADA National Survey of Academic Advising
Aggregate percentage exceeds 100 because respondents could select multiple model options.
n=239 two-year institutions

Shared Split Model of Advising

Shared Split Model Assigns Advisors Based on Student Interests

Advising conversations are optimized when both parties share a common set of interests, and advisors (whether professional staff or faculty) have sufficient expertise in the field to guide course selection and goal-setting. The shared split advising model efficiently matches a student with his best-fit advisor based on the student's intended

1) Education Advisory Board (2013). "The Future of Academic Advising: Delivering High-Impact Guidance at Scale." National Academic Advising Association (2011). "National Survey of Academic Advising," <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/2011-NACADA-National-Survey.aspx>.

program of study and the advisor's area of expertise. The director of advising assigns students to advisors based on information from their initial college application.

Channeling Students to Advisors Based on Intended Program of Study

Process Adapted from a Shared Split Advising Model



Application to the College

What is Your Intended Program of Study?



Formally Transition Students between Advisors to Ensure Continuity

Upon selecting an academic program, formerly undecided students need to be assigned either a faculty or specialized professional advisor. To ensure students feel comfortable in the transition between advisors, the outgoing advisor should serve as a liaison between the student and her new advisor. At **Northern Virginia Community College**, the "GPS for Success" program assigns all incoming students a first-year advisor who conducts probing conversations about student goals and motivation, monitors student performance, and proactively establishes regular appointments. At the conclusion of the first year, advisors formally introduce students to their assigned departmental faculty advisors.

Prepare Professional and Faculty Advisors to Serve Students during Peak Registration Periods

Full-time professional advisors serve students 40 hours per week throughout the calendar year while faculty members work on 9-month contracts and must balance advising with other priorities, such as instruction and service. Demand for academic advising peaks during fall registration period (May-August), when new and returning students seek advice on course and major selection. However, many faculty are unavailable during this period, which shifts nearly all of the responsibility for academic advising to professional advisors.

Faculty advisors can help support their colleagues in the advising office by scheduling advising appointments with current students at the end of the spring semester to discuss

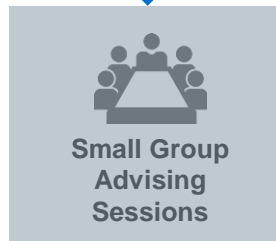
degree plans and course selections for the fall semester. This prepares students to register for fall courses on their own with minimal assistance from faculty or professional advisors.

To further ease the burden on professional advisors during peak registration periods, some colleges offer large- and small-group advising sessions for new and undecided students prior to the first day of classes. This allows advisors to allocate more time for individual conversations with students who need more than basic registration information. Details of these professional advising session structures are on the following page.

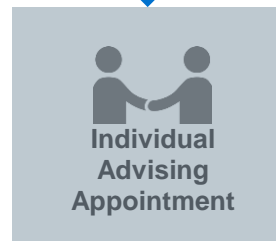
Strategies to Ease Advisor Loads during Peak Registration Periods



During first-year orientation sessions, advisors debrief large groups of students (25 max.) on institutional academic standards, course registration, and available student services--topics that relate to all students. An introduction to the basic registration process enables new and returning students to register for courses independently if they have identified the program and courses they want to take at the college.



Advisors conduct small group advising sessions (5-10 students) for students with further questions about course registration for a specific major. In these sessions, advisors may address major-specific information such as pre-requisite courses, curricular requirements, and degree plans.



Some students wish to speak to an advisor individually to ask personal questions (e.g., Where can I access disability services on campus? Can I pursue this major with a criminal record?) Advisors should honor walk-in visits, but give preference to students with appointments. This encourages students to reserve time in advance of peak periods.

Physical Location of Advising

Locate Advising Office in Central Student Services Building to Encourage Student Use and Staff Collaboration

All contacts stress the benefits of an established advising center within a student services building—often called a one-stop-shop—on campus. Students are more likely to seek out academic advising when the office is located in close proximity to other offices students interact with during the enrollment or registration process (e.g., , admissions, financial aid). Moreover, one location in a central student services building limits student confusion about where to seek advising on campus.

Advisors also benefit from close proximity to colleagues in a central student services building. This is especially true for new staff hires unfamiliar with the college, who can learn about institutional procedures from formal and informal interactions with staff from other departments. This cross-departmental knowledge enables advisors to support students across the entirety of the enrollment and registration process. For example, if a student needs to speak with a financial aid officer or a disabilities service officer, an advisor familiar with the duties of these individuals is best-positioned to refer the student to the right office.

3) Proactive Advising for At-Risk Students

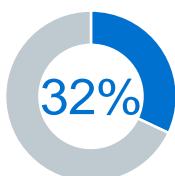
Targeting At-Risk Students

Consider Dedicated Advisors to Target At-Risk Students with Proactive Tactics

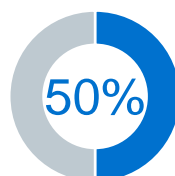
Some institutions employ a proactive advising approach for students who demonstrate common behaviors that indicate risk of academic difficulties or failure. A proactive approach shifts the responsibility for scheduling advising sessions from students to advisors—instead of encouraging all students to contact and set time to speak with an advisor, advisors are expected to contact at-risk students throughout the year to schedule appointments. During these appointments, advisors discuss barriers to success, identify relevant campus and community support services, and help students establish personal goals to improve their academic performance. Without proactive outreach from advisors, many students are unlikely to seek the support they need on their own.

Students Who Report ‘Rarely’ or ‘Never’ Utilizing Advising Resources

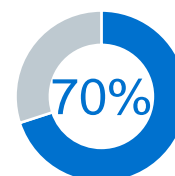
Results of the 2014 Community College Survey of Student Engagement (CCSSE)



'Rarely' or 'Never' use academic advising services



'Rarely' or 'Never' use career counseling services



'Rarely' or 'Never' discuss career plans with faculty or advisor

*Source: 2014 Community College Survey of Student Engagement
n=684 two-year institutions*

Qualitative Risk Indicators

Pre-Matriculation Factors, College Performance, Demographics, and Professional Commitments Constitute Key Risk Indicators

Although institutions quantify risk indicators when possible (e.g., three consecutive class absences, seven days without login to learning management system), advisors are best equipped to gauge more personal, qualitative indicators that suggest risk of failure (e.g., first-generation status, family commitments). Students are likely to share concerns with faculty or professional advisors with whom they have a relationship, and advisors are often trained to assess the appropriate next-steps based on students' needs. Common qualitative risk indicators include:

- First-generation student
- Student older than 25
- Non-native English speaker or weak English language skills
- Family responsibilities (e.g., childcare, eldercare.)
- Intention to work more than 20 hours/week off-campus
- High unmet financial need

Early Alert Design and Operation

Early Alert Software Packages Facilitate Communication about At-Risk Students between Faculty and Advisors

Because faculty interact with students much more often than advisors throughout the academic year, faculty are well-positioned to identify students who show signs of academic struggle and may need additional support to prevent failure. Colleges use early alert software packages to facilitate communication between faculty who observe at-risk student behavior and advisors who can offer additional support and guidance. **Grand Rapids Community College** uses both Starfish EARLY ALERT™ and SARS•ALRT™ software, which syncs with the college's PeopleSoft student information system to automatically "flag" students with data indicating they may need extra attention, and also encourages faculty to create alert "flags" for students who display any of the following risk indicators:

- Low attendance or excessive tardiness
- Inappropriate classroom behavior
- Lack of participation in or preparation for class
- Missing or incomplete assignments
- Low grades on quizzes or exams
- Academic dishonestly violation

Automated components are particularly useful for institutions without adequate staff to dedicate to student tracking and outreach.

Automated Early Alert Flags at Grand Rapids Community College



Last login for an online class: The system raises a flag for a student if they have not signed into an online class for five days. This flag disappears once the student logs in.



High alert flag: If three or more flags have been raised for one student, the system flags that student as "high alert." Advisors prioritize that student in outreach processes.

Reinforce Productive Academic Behaviors with Positive Alert Flags

The early alert system at **Northern Virginia Community College (NOVA)** builds on traditional alert software packages by allowing faculty to track and communicate productive student behaviors to advisors with "kudos," a term established by NOVA. Each kudos recorded in the system triggers an automated email sent to the student, so an instructor may reinforce that behavior for the future.

Alert 'Flags' and 'Kudos' Descriptions

Early Alert System at Northern Virginia Community College

Flag Name	Description
Assignment Concerns	Faculty has concerns about a student's slow scores on assignments
Attendance Concerns	Faculty has concerns about a student's poor attendance habits
In Danger of Failure	Student requires immediate intervention to avoid failing the course
Low Participation	Faculty has concerns about student engagement in the course
Low Quiz/Test Scores	Faculty has concerns about a student that received low scores on quizzes and tests
Never Attended	Student never (or has not yet) attended the course section

Kudos Name	Description
Keep up the Good Work	Faculty wants to encourage a student to maintain a strong work ethic and produce positive results
Outstanding Academic Performance	Faculty wants to congratulate a student on academic success
Showing Improvement	Student shows significant improvement from a previous performance or behavior

Outreach Process

Escalate Outreach Efforts over Time to Non-Responsive Students

After an advisor, faculty member, or automated alert identifies a study, an advisor must communicate with the student to schedule an in-person meeting. Contacts with early alert systems in place report that many students do not respond to the first outreach communication, and must be "nudged" further before responding. Students may react negatively to outreach, so advisors must emphasize the non-punitive nature of the proposed meeting to assuage students' hesitancy or fear.

Escalation of Outreach at Spokane Community College

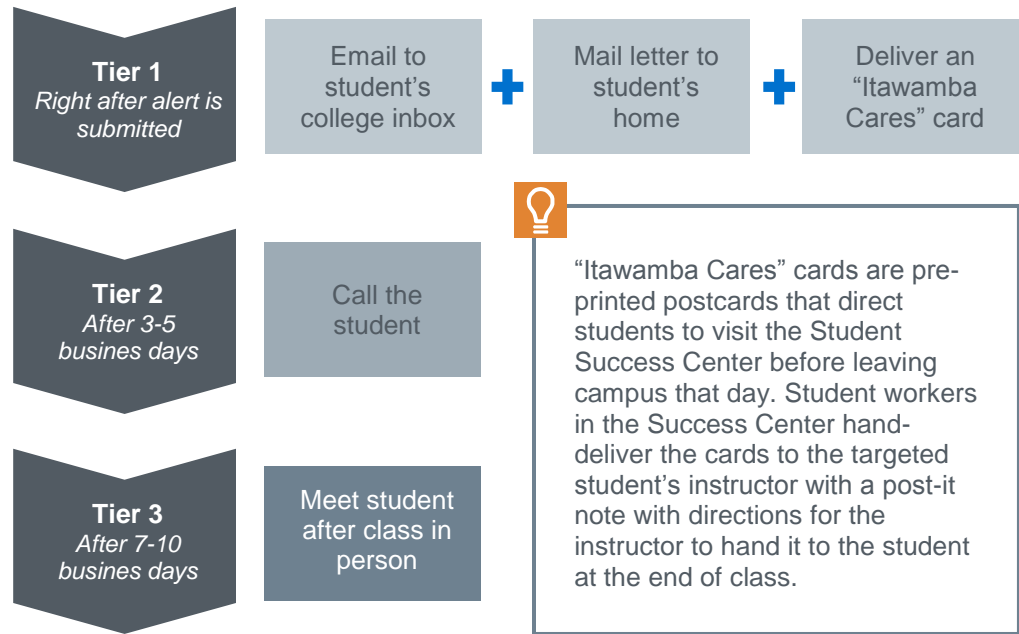


Administrators at **Spokane Community College** introduced the one-week waiting period because advisors contacted students too frequently when the early alert system was first introduced, and students felt harassed.

This letter reiterates the invitation to speak with an advisor and notes common resources, such as tutoring.

Tiered Outreach at Itawamba Community College

Advisors at **Itawamba Community College** employ a similar approach as Spokane Community College, but advisors send multiple messages in the first round of outreach to a student identified by the early alert system. Contacts report that each aspect of the first tier of outreach is equally effective: of students that respond to the first tier of outreach, approximately one third respond to an email, one third respond to a letter, and one third respond to an “Itawamba Cares” card.



Primary Components of At-Risk Advising

Relationship with Students Enables Advisors to Identify Root Sources of Problems

In the proactive advising model, advisors are familiar with students' backgrounds, goals, and challenges and can tailor advising conversations to students' individual needs. Advisors aim to maintain a friendly, welcoming demeanor and reassure students that early alerts are not punitive and will not be reflected on their transcripts. Advisors reference notes from previous conversations and additional information sources not always included in early alerts (e.g., incident reports from residential life and campus security, financial aid status, midterm grades, and general academic records). Advisors employ such information to prompt students to talk about their challenges and to motivate them to make improvements.

During advising conversations, advisors try to uncover the source of problems. If an instructor triggered the advising conversation, the advisor inquires about the concern the instructor indicated. If the advising session was initiated for more general purposes, the advisor probes for challenges that might impede academic success or class attendance. For example, at **Sinclair Community College**, students below the poverty line, in more than one developmental course, or with other risk factors participate in hour-and-a-half long advising intake sessions during which advisors document students' challenges and their long-term and short-term goals in the Student Success Plan software.

Advisors Coach Students in College Success Skills

Contacts at Spokane Community College emphasize that at-risk students typically do not understand how to navigate the administrative processes of college (e.g., deadlines for withdrawal from classes, when the bookstore buys back books). One of advisors' responsibilities is to coach students on these aspects of college life.

Advisors should impart college success skills (e.g., course registration, communication) during advising sessions. Advisors at **John A. Logan College** prepare students to navigate institutional materials such as course catalogs and registration systems and select classes for each semester on their own. Advisors do so through a demonstration of institution reference materials and through the creation of a specific, multi-semester plan for the student's selected major.

One cause of early alert submission is students' discomfort with open conversation with their instructors. Advisors encourage students to let their instructors know when they are struggling academically, are unable to find child care, or are sick so the instructor can direct them to appropriate resources or help them complete missed assignments. Advisors conduct role-play exercises with students so students improve their comfort with and ability to communicate with their instructors.

Action Plans and Motivation

Action Plans Help Students Follow Up on Advising Conversations and Referrals to Resources

While some institutions simply provide students who respond to outreach with a list of resources during a single advising meeting, others establish comprehensive action plans students may complete for long-term success. Action plans outline students' short and long-term goals and include contact information for relevant campus offices and community organizations, such as:

- Subject-specific tutoring
- Student success workshops
- Child and elder care
- Transportation
- Health center
- Mental health counseling
- Financial assistance for rent or utility bills

Plans should include deadlines for completing each action step to increase the urgency students feel to employ resources. Contacts note that the inclusion of signature lines for both students and their advisors encourages students to complete outlined steps.

Advisors Employ Motivational Tactics to Encourage Persistence

Typically, the life obstacles (e.g., children, jobs) that cause students' "at-risk" classification are not easy to overcome. Because the steps of an action plan may be difficult to implement, advisors must remind students of the importance of completing these tasks. Contacts emphasize that tangible examples of the risks of failing and evidence of other students' successes illustrate the importance of executing the steps of an action plan.

Motivational Tactics Applied at Profiled Institutions

Explain Financial Consequences of Course Failure or Withdrawal

Advisors at **Sinclair Community College** reference that students' credit accumulation is relevant to financial aid satisfactory academic progress; advisors can warn students when course withdrawal or failure will cause them to lose financial aid. Students reportedly pay more attention when they realize their financial aid is in jeopardy because they realize the impact that lack of funds could have on other aspects of their lives, such as their families.

Reference Students' Goals

Sinclair Community College advisors reference students' medium- and long-term academic and professional goals to remind them why they want to succeed in college. For example, if a student mentioned a desired job or summer internship in a previous advising session, the advisor notes that the student will be more likely to achieve that goal if they reach an attainable short-term academic goal, such as a B grade in a course.

Relate Other Students' Successes

John A. Logan College advisors tell success stories of other students with personal and academic challenges to convince advisees that they can overcome obstacles, graduate from college, and experience professional success. Students provide permission for their stories to be told for this purpose. One advisor portrays herself as an example and keeps her college transcript at her desk to show students that a low first-year GPA does not prevent them from graduation.

4) Professional Development and Staff Training

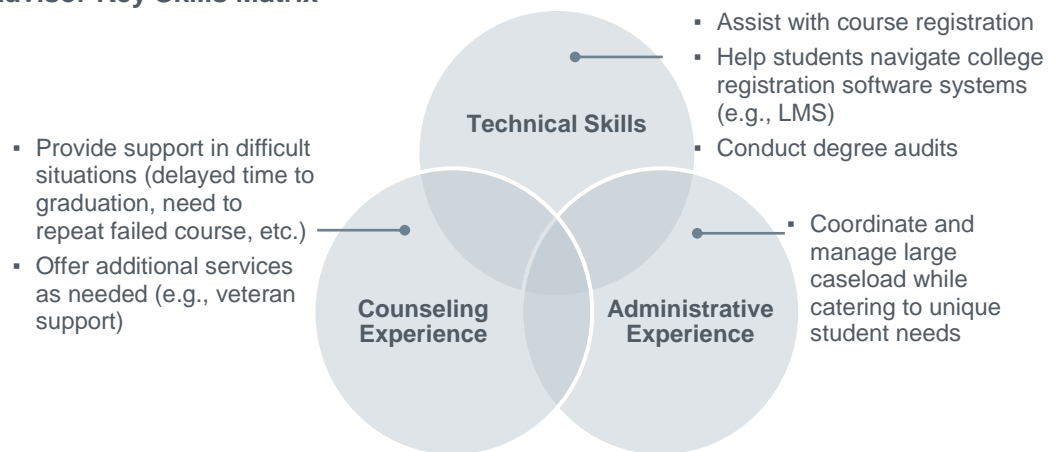
Advisor Key Skill Areas

Professional Advisors Need Technical, Administrative, and Counseling Skills

Most institutions employ master's degree-holding professionals to serve as student advisors. Faculty advisors (particularly in technical disciplines) do not require master's degrees but must have at least 5-10 years' experience in industry and as an instructor.

In addition to their educational or professional backgrounds, advisors must also possess a suite of administrative, technical, and counseling skills. Administrative and technical experience ensures advisors can navigate the software systems involved in the academic advising process; counseling experience ensures that advisors possess the communication skills to support students through personal and academic difficulties.

Advisor Key Skills Matrix

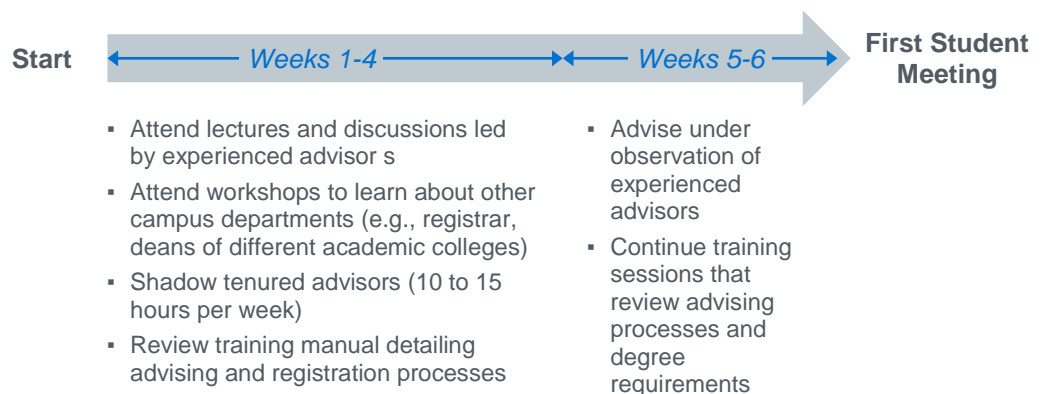


Training Professional Advisors

Require Six to Eight Weeks of Training and Observation for Professional Advisors

All new professional advisors undergo formal training for six to eight weeks to acclimate to the college's policies and procedures (e.g., course registration, degree audit). During this training period, the director of advising outlines the responsibilities and expectations of the advisor's role, including performance evaluation metrics. At most institutions, advisors must complete training prior to their first independent contact with a student.

New Hire Professional Advisor Training Timeline



Specialized Professional Advisors Learn On the Job

Under a shared split model of advising, students who declare a liberal arts major or a STEM or technical major may be assigned to a specialized professional advisor. Contacts report that these specialized professional advisors do not undergo additional training outside of the standard six-to-eight weeks of incoming training for these roles. Additional training sessions for programmatic advisors would be inefficient due to limited participation and variance in each advisor's responsibilities. Instead, the director of advising assigns experienced advisors to these roles; advisors with 5-10 years of experience at the college typically have enough knowledge of program pre-requisites and degree plans to assist interested students. In many cases, advisors who request this specialized designation have previous professional experience in the industry.

Training Faculty Advisors

Train Faculty Advisors through Abbreviated Workshops

Due to limited schedules, faculty typically cannot participate in the comprehensive training offered to new professional advisors. To prepare faculty for advising conversations with students, professional advisors host one or two training sessions per semester for faculty advisors, as well as one-on-one training sessions for faculty who request the additional support. Since faculty are already familiar with courses within their academic discipline, training workshops focus on general advising strategies and issues unique to community college students. Colleges may include advising training for faculty during new faculty onboarding sessions, but they do not require ongoing training. A team of deans or department chairs from each academic program can jointly facilitate an annual "advising institute" for new faculty.

5) Evaluation and Assessment

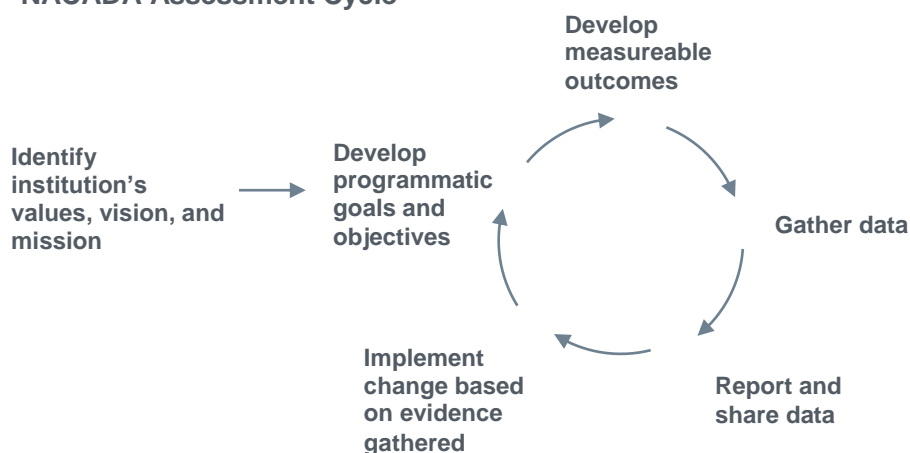
Program Assessment Plans

Assess Departments Annually on Key Performance Indicators

Vice presidents of student services discuss and assign student learning outcomes with advising directors. Contacts derive outcomes from institutional and department mission statements and select key performance indicators based on these outcomes. Other common annual metrics include budgets and Community College Survey of Student Engagement (CCSSE) results.

Assessment plans help advisors, directors, deans, and other campus stakeholders evaluate whether academic advising programs achieve their intended programmatic and student-learning goals. NACADA recommends the following assessment cycle that guide's most institutions program review of academic advising.

NACADA Assessment Cycle²



Outcome Development

Define Measurable Student Learning Outcomes

Committees of advisors, administrators, and faculty develop institution-wide student learning outcomes (SLOs) for academic advising. NACADA defines SLOs as “statements that articulate what students are expected to know, do, and value as a result of their involvement in the advising experience.” SLOs draw upon NACADA resources that offer example learning outcomes, as well as institutional values, vision and mission. Students that achieve SLOs should be able to successfully navigate the institution’s resources throughout their educational career. Examples of SLOs from advising include:

- Students know their degree requirements
- Students can generate and interpret a degree audit
- Students can develop an appropriate schedule and register for classes
- Students understand and follow the academic rules of the university, college, and department
- Students know of and can access programs and experiences that enhance degree programs (e.g., internships, study abroad, student and professional organizations)

Informal assessment of SLOs can occur during advising appointments. Advisors compare students’ schedules to degree plans, inquire about academic and campus

2) Robbins R, Zarges K, “Assessment of Academic Advising,” NACADA (2011), <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Assessment-of-academic-advising.aspx>

resources the student uses, and assess students' understanding of academic policies and requirements.

Formal Outcome Assessment

Use Surveys to Gather Data on Student Learning Outcomes (SLOs)

From the time advisors begin unsupervised one-on-one sessions, administrators randomly select students and ask them to provide feedback on their sessions. Surveys based on SLOs can reveal more about the content of the advising session than surveys that ask for a student's general opinion of an advisor. For example, a survey may ask fact-based questions regarding institutional policies to assess students' understanding of university operations.

This practice should continue throughout an advisor's career. Directors implement several strategies to combat student disinterest in post-session surveys:

- Administrative assistants prompt students to fill out a survey in person immediately after their session
- Participants are entered in a raffle to incentivize survey completion
- Directors include five multiple choice questions at the top of the response sheet to collect basic feedback from students who do not complete the full form

Qualitative written responses that ask the student to assess intangible indicators such as helpfulness and likeability often provide the most information. Directors of counseling or advising should examine student surveys and report trends to staff. To ensure honesty, inform students that staff will not see their responses.

Use Metrics to Identify Areas for Improvement of Academic Advising

Although contacts do not recommend the evaluation of individual advisors through quantitative data, certain metrics can highlight areas for improvement across the academic advising program. Some metrics demonstrate trends in the advising process (e.g., length of advising visits). Other metrics, such as program retention or major declaration rates, reflect students' achievement of learning outcomes. Use of these metrics to make programmatic alterations ensures that academic advising services participate in a continuous cycle of review and improvement.

- Course grades or grade point averages in specific programs
- Rate of follow-through with action plans
- Rate of response to advisor meeting requests (applicable to proactive advising)
- Retention or persistence rates in specific programs
- Referrals to student services
- Number of students who fail to graduate on-time due to degree audit mistakes
- Major declaration and change rates at various academic checkpoints (e.g., end of first year, end of third semester)
- Frequency and length of advising visits

Individual Performance Evaluations

Outline Goals and Objectives in Professional Advisor Performance Evaluations to Improve Advisor Performance

Institutions may evaluate the performance of individual professional advisors through a series of evaluations. These evaluations do not affect promotion criteria, and institutions do not employ merit pay. They simply allow directors of advising to identify strength and weakness areas for each advisor and support advisors in their professional development. Contacts caution against reliance on student evaluations to assess advisor performance as students may express dissatisfaction with their advisor despite valid advice from the advisor.

Faculty advisors undergo no formal evaluation process to determine the efficacy of their academic advising. Contacts express that ideally, professional advising staff would evaluate faculty advisor performance via observation sessions and develop training sessions to enhance faculty advising skills.

Strategies to Evaluate the Effectiveness of Professional Advising Staff

Written Examination

Require advisors to complete a written examination after six months in the role. Advisors must write short answer strategies to address 13 difficult advising scenarios (e.g., how to advise a student with low *Accuplacer* scores). After the examination, the Director of Advising arranges individual meetings with advisors to discuss their answers and outline suggestions for improvement.

Performance Audit

Advising directors conduct periodic unscheduled audits of advising staff. They observe individual advising sessions and note advisors' ability to:

- Communicate and interact with students
- Effectively address student needs
- Provide accurate information and listen
- Develop advising plans
- Assist with degree selection

Audit criteria can also be included in the standard institutional performance review.

Self-Evaluation

Prior to the annual institution performance reviews, advising directors require advisors to complete self-evaluations. These evaluations ask advisors to assess a range of skills such as communication, decision making, organization, cooperation, customer service, leadership, and professional development. Advisors should also list two to three goals they would like to accomplish in the upcoming year and outline strategies to achieve them.

Individual Performance Review

Advisors also undergo the annual individual performance review process. During the performance review, advisors present their self-evaluation to advising directors who then present the results of the performance audit(s) to advisors. Together, they highlight strength areas, locate areas for improvement, and develop goals and objectives for the upcoming year.

6) Project Methodology

Institutions Examined in Our Research

Angelina College
Lufkin, TX

Blue Ridge Community College
Weyers Cave, VA

Bucks County Community College
Newtown, PA

Butler Community College
El Dorado, KS

Central Carolina Community College
Sanford, NC

Clackamas Community College
Oregon City, OR

Community College of Rhode Island
Warwick, RI

Dutchess Community College
Poughkeepsie, NY

Elgin Community College
Elgin, IL

Estrella Mountain Community College
Avondale, AZ

Gateway Community College
Phoenix, AZ

Grand Rapids Community College
Grand Rapids, MI

Harper College
Palatine, IL

Hutchinson Community College
Hutchinson, KS

Hudson Valley Community College
Troy, NY

Iowa Central Community College
Fort Dodge, IA

Iowa State University
Ames, IA

Itawamba Community College
Fulton, MS

J. Sargeant Reynolds Community College
Richmond, VA

John A. Logan College
Carterville, IL

Kansas State University
Manhattan, KS

Lee College
Baytown, TX

Middlesex Community College
Bedford, MA

Mississippi State University
Mississippi State, MS

Missouri Community College Association
MO

Mountwest Technical & Community College
Huntington, WV

Nassau Community College Oakton Community College
Des Plaines, IL

Northern Virginia Community College
Alexandria, VA

Ozarks Technical College
Springfield, MO

Pellissippi State Community College
Knoxville, TN

Pitt Community College
Winterville, NC

Richland College
Dallas, TX

Rio Salado College
Tempe, AZ

Roane State Community College
Harriman, TN

Santa Fe Community College Santa Fe, NM	Spokane Falls Community College Spokane, WA	The University of Texas San Antonio, TX
Santa Monica College Santa Monica, CA	Tallahassee Community College Tallahassee, FL	Tyler Junior College Tyler, TX
Sinclair Community College Dayton, OH	Texas A&M University College Station, TX	Wake Technical Community College Raleigh, NC
Spokane Community College Spokane, WA	The University of Tennessee Knoxville, TN	Walla Walla Community College Walla Walla, WA

Project Sources

This report draws on the following studies, presentations, and research briefs produced by the Education Advisory Board:

- Education Advisory Board, “Academic Advising at Community Colleges,” 2013
- Education Advisory Board, “Academic Advising at Community Colleges,” 2009
- Education Advisory Board, “Academic and Early Alert Systems at Community Colleges: Strategies to Identify and Intervene with At-Risk Students,” 2013
- Education Advisory Board, “Administration of Academic Advising at Community Colleges,” 2013
- Education Advisory Board, “Approaches to Examining the Efficacy of Academic Advising: Assessing Student Learning Outcomes, Evaluating Overall Effectiveness, and Appraising Advisor Performance,” 2014
- Education Advisory Board, “Evaluating Counseling and Advising Staff at Community Colleges,” 2013
- Education Advisory Board, “Early Alert System Profiles,” 2014
- Education Advisory Board, “Four-Year Engineering Pathway Programs at Community Colleges,” 2012
- Education Advisory Board, “Hardwiring Student Success: Building Disciplines for Retention and Timely Graduation,” 2013
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- Education Advisory Board, “Organization of Academic Advising Services at Community Colleges,” 2014
- Education Advisory Board, “Profiles of Community College Career Coaching,” 2014
- Education Advisory Board, “Transfer Degree Advising and Planning Process,” 2013

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- Bettinger, E.P. and Baker, R., "The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring" Stanford University School of Education, May 2011.
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- Robbins R, Zarges K, "Assessment of Academic Advising," NACADA (2011).
- Texas Higher Education Coordinating Board, Report of Methods for Increasing Student Success and Degree Completion at Public Institutions of Higher Education. Texas: 2.