Creating a culturally responsive first-year and undecided advising model: insights for schools with limited resources

Dr. Rebecca Buchanan (she/her)

Jolie Lewis (she/her)

Travis Proffitt (he/him)

EMORY & HENRY
COLLEGE
1836

Session Objectives

❖ Provide a roadmap of the institutional process leading to the new Access Advising model.

❖ Share results from the academic advising survey developed for and administered to both faculty advisors and students

❖ Demonstrate the cost-saving strategies central to the new model and potential benefits for small, liberal arts colleges.

❖ Provide an overview of goals, objectives, and learning outcomes of the new model.

Emory & Henry College

- ❖ Small, rural, liberal arts college located in Central Appalachia
- ❖ Large number first generation, Pell eligible students
- ❖ Racial/ethnic diversity rate around 15%
- ❖ Several years of financial strain
  - ➢ faculty/staff reductions
  - ➢ budget reductions
  - ➢ emphasis on increased enrollment
- ❖ Strategic focus on student success and DEI
- ❖ Strategic focus on career development

EMORY & HENRY COLLEGE

Making the Case for Change

- ❖ Understanding needs for today's students

- ❖ Building on NACADA and EAB resources and best practices

- ❖ Identifying strengths and flaws in existing model

- ❖ Building administrative support

- ❖ Convening an advising task force

- ❖ Creating an advising survey

- ❖ Writing a definition for advising

EMORY & HENRY
COLLEGE
1836

Evaluating the existing model

Past model: First-year seminar faculty served as advisors

Strengths

- ❖ Cost effective
- ❖ Relational
- ❖ Clear understanding of academic performance

Flaws

- ❖ Advising load kept tenure-track faculty away from CORE 100
- ❖ Reliance on new staff, adjuncts
- ❖ Lack of knowledge & training
- ❖ Limitations of single relationship
- ❖ Inconsistent student experience doesn't support equity and access

Building administrative and campus support

❖ Connecting our efforts to the 2020 strategic plan

❖ "Mutually beneficial" leadership: helps administration, helps faculty, helps students

❖ Advising task force

Creating the advising survey

- ❖ Developing the survey
  - ➢ Design of questions
  - ➢ Qualtrics
  - ➢ Input from Advising Task Force
- ❖ Survey administration

EMORY & HENRY
COLLEGE
1836

Survey results: Advising priorities

Priority Ranking	Student priorities	Faculty priorities
Most important	Plan classes	Plan classes
Second most important	On-time graduation planning	On-time graduation planning
Third most important	Understands me and my background	Understand student and background
Fourth most important	Serve as mentor / advocate	Major and career planning
Fifth most important	Major and career planning	Serve as mentor / advocate

EMORY & HENRY COLLEGE

1836

Writing a definition of advising -

Definition of Advising at E&H

Advising at Emory & Henry will guide students holistically on their journey of academic development and career readiness. Advisors will use professional, caring, and inclusive approaches to empower students with the personal responsibility to formulate their own success within and beyond the classroom.

Product:

Access Advising Model

for first-years and students still exploring their major

EMORY & HENRY
COLLEGE
1836

The Access Advising Model

❖ Five current faculty and staff serve as advisors; it's a 25% appointment with a caseload of 50-60 students

❖ Training: appreciative and culturally responsive advising, scheduling software, early-alert tools, etc.

❖ Advisors assigned based on first-year seminar

❖ Consistent talking points for meetings, class visits

The 25% Advising Appointment

❖ Hybrid model builds on strengths from both faculty and professional advising models

❖ Manageable caseloads

❖ Cost effective way to change the model

❖ Advisors chosen based on experience, interest

❖ College agreed to lighten other responsibilities

EMORY & HENRY
COLLEGE
1836

CORE 100 Partnership

❖ Elimination of major-based, random, etc.

❖ CSI - College Student Inventory

❖ Common talking points for each week (CORE 100 visits)

❖ Close communication with first-year seminar faculty

EMORY & HENRY
COLLEGE

1836

Training the Access Advisors

- ❖ Training all advisors in appreciative, inclusive advising techniques

- ❖ Weekly advising team meetings

- ❖ Development of weekly talking points and advising topics for CORE 100 visits

Goals and Objectives

❖ Four goals rooted in our advising definition:
  ➢ Caring and inclusive advising
  ➢ Holistic student development
  ➢ Academic progress
  ➢ Student support and empowerment
❖ Each goal broken into 5-7 objectives
❖ Tied to NACADA core values, strategic plan

EMORY & HENRY
COLLEGE
1836

Goals, Objectives, and Connections

Definition/Mission of Advising at Emory & Henry College

Advising at Emory & Henry will guide students holistically on their journey of academic development and career readiness. Advisors will use professional, caring, and inclusive approaches to empower students with the personal responsibility to formulate their own success within and beyond the classroom.

Advising Goal	Objectives	Connection to the 7 NACADA Core Values	Connection to E&H Strategic Plan
1. <u>Caring and Inclusive Advising</u>: Students receive equitable advising through use of appreciative and inclusive models.	1.1 FY advisors receive training in, and the center displays art/posters that reflect, the 6Ds of the appreciative advising model: disarm, discover, dream, design, deliver, don't settle 1.2 FY advisors receive training in, and the center displays art/posters that reflect, the tenets of the cultural wealth model, asset-based advising, and other strengths-focused approaches 1.3 Materials developed for FY advising support, including scripts for meetings and resources for students, include prompts to think and talk about personal, financial and other life issues 1.4 Access to and outcomes from advising are equitable 1.5 Students report that they are heard and valued, that they feel connected to their advisor, and that they have a positive feeling about the guidance they receive(d) through advising	CV1: Caring CV2: Commitment CV3: Empowerment CV4: Inclusivity CV7: Respect	Connections Initiative: Next Generation Advising Access Initiative: Diversity, Equity, and Inclusion

EMORY & HENRY COLLEGE 1836

Cf. University of Kentucky, NACADA 2019

Assessment Plan

❖ Student satisfaction survey
  ➢ Students "very" or "extremely" satisfied in 2019-2020 survey:
    ■ 72% satisfaction with on-time graduation planning
    ■ 70% satisfaction with choosing classes
    ■ 64% satisfaction with major and career advising; personal connection
    ■ 50% satisfaction with being connected to campus resources
  ➢ That's our baseline; we'll repeat survey this spring to gauge impact
❖ Monitor deliverables and ambient indicators

EMORY & HENRY
COLLEGE
1836

Implementation

Implementation and outcomes

❖ Summer schedule-building
  ➢ Nearly 100% had individual advising meetings in Zoom
  ➢ Balanced schedules, first class in major, 14+ credits
❖ Communication, training, group messaging
❖ Fall semester
  ➢ Ongoing check-ins with first year students
  ➢ Weekly visits to CORE 100 sections

Next Steps and Future Challenges

- ❖ Assessment
  - – Outcomes
  - – Fine tune the model based on feedback
- ❖ Continued partnership with CORE 100
- ❖ Sustainability

EMORY & HENRY
COLLEGE
1836

Personal Reflections

Resources

- EAB Next Generation Advising

- Ruffalo Noel Levitz -- emphasis on writing an advising definition

- NACADA resources
    - Core values
    - Core competencies
    - Exact advising surveys we used as models

- Appreciative Advising - https://www.appreciativeadvising.net/

- Culturally Responsive Advising - Carnaje, Eric G. (2016) "Advising Across Race: Providing Culturally-Sensitive Academic Advising at Predominantly White Institutions," The Vermont Connection: Vol. 37, Article 4. Available at: http://scholarworks.uvm.edu/tvc/vol37/iss1/4

EMORY & HENRY COLLEGE

1836

Thank you!

Contact Information:

Rebecca Buchanan / rbuchanan@ehc.edu / 276-944-6831

Jolie Lewis / jllewis@ehc.edu / 276-780-8596

Travis Proffitt / tproffitt@ehc.edu / 276-944-6952

EMORY & HENRY
COLLEGE