



Academic Advising Program Review



Table of Contents

Executive Summary

Introduction

Framework for Consultants Visit

Nine Conditions of Excellence

Commitment

Learning

Equity, Inclusion, and Diversity

Advisor Selection and Development

Improvement and the Scholarship of Advising

Collaboration and Communication

Organization

Student Purpose and Pathways

Technology Enabled Advising

Summary

Appendix A Consultant Meeting Agenda

Appendix B Timeline for Systemic Change

Appendix C Nine Conditions of Excellence in Academic Advising

Appendix D Sample Resources

EXECUTIVE SUMMARY

Good advising may be the single most underestimated characteristic of a successful college experience. Light (2001)

California State University San José engaged NACADA: The Global Community for Academic Advising to perform a program review of academic advising on November 1-2, 2023. Drs. Sean Bridgen and Karen Sullivan-Vance met with members of the campus community to develop an understanding of the strengths and challenges facing the institution's academic advising program. While the stated intent of this review was to examine faculty advising, academic advising needs to be understood as a system. That is, faculty advising functions in collaboration with the work done by primary role academic advisors. The following report is grounded in NACADA's Nine Conditions of Excellence of Academic Advising and practical frameworks for effective advising. It reflects a robust review of the materials provided by institutional representatives and observations drawn from the agenda (see appendix A) of on campus meetings with campus constituents. The executive summary highlights overarching strengths, challenges, and recommendations, before delving into the detailed report.

There are significant challenges within the academic advising framework at SJSU. Morale among primary role advisors and faculty advisors appears to be notably low. Communication from the administration has been observed to be unclear and inconsistent, and as reviewers, we noted that the invitation to participate in the review was announced to the institution just two days before our arrival. This timing might have conveyed a perception to the campus community that the review may not have been given the full attention it deserves.

Note: After reading the draft report, the AVP noted that information regarding the review was sent in October.

While there is a strong desire among faculty advisors and primary role advisors to collaborate and build an effective advising system, evidence from this program review suggests that such collaboration may be facing intentional discouragement. Academic advising functions as a system with distinct roles, clear learning outcomes, a comprehensive curriculum of advising, shared values, and a common mission. These elements are foundational to an excellent advising system, and there is an opportunity for SJSU to demonstrate a commitment to developing a robust and effective advising program centered on student learning. It also appears that advisors spend a significant

portion of their time addressing administrative issues that could potentially be streamlined through the registration system.

The Consultants noted the following:

Overall Strengths

Commitment:

- The San José State community recognizes the importance of academic advising in the educational journey of your students. Administrators, faculty, staff, and students are all in agreement as to the role of advising in student success.
- San José State has a strong teaching and learning mission.
- Faculty and staff, many of whom are also alumni, are exceptionally dedicated to the student experience at SJSU. Due to the cost of living in Silicon Valley, staff and faculty often commute long distances to serve at this institution because they are dedicated to the mission.

Advisor Selection and Development:

- SJSU hires highly qualified staff and faculty, including many alumni, to work as advisors. This is a great strength as the advisors have experienced the university as a student and can pass on their knowledge to students.

Overall Challenges

Advisor Selection and Development:

- We did not get a sense of any clear expectations and requirements for all advisors.
- There does not seem to be a university wide professional development program beginning with onboarding and then throughout the advising career. We found no evidence that professional development opportunities are consistently offered to faculty and staff who advise.

Organization:

- While there is an AVP for advising, we found that there is a perception of a need for improved communication around the organization of advising across the university. In addition, we did not hear much about advising having the appropriate resources, or a systematic approach to continuous assessment and improvement.
- Participants noted that there seems to be a plan for advising, but that plan has not been clearly articulated and disseminated.

Collaboration and Communication:

- There is a perceived lack of collaboration across advising and given the intricacies of the curriculum there needs to be strong collaboration and communication.

Highest Priority Recommendations

The highest priorities for improvement of academic advising at SJSU are related to the 1) Organization and 2) Collaboration and Communication conditions.

- There needs to be transparency and sharing of the overall strategic plan and direction for academic advising.
- To foster effective communication, it's essential to consistently share thoughts and needs. Clear and frequent communication, both in writing and verbally, is key to ensuring that your intentions and desires are well-understood by others.
- It is absolutely essential to create ways for faculty and staff to collaborate and communicate to improve your academic advising programs and systems. It is impossible for excellent advising to occur in siloed system.

Note: While the AVP notes that the strategic plan for academic advising was shared before her arrival, the campus community remains unclear about the direction of advising on this campus. This may be due to significant turnover in the past couple of years. Regardless of the reasoning, clarity around the strategic plan for academic advising needs to be addressed.

INTRODUCTION

On November 1-2, 2023, consultants from NACADA: The Global Community for Academic Advising (NACADA), visited California State University (CSU) San José, to conduct an in-depth academic advising program review. The team consisted of Dr. Karen Sullivan-Vance, Oregon State University and Dr. Sean Bridgen, NACADA. The consulting team met with stakeholders from across campus over two days in an effort to gain an in-depth understanding of San Jose's advising program structure, processes, and practices. These groups consisted of the professional advising team, faculty advisors, administrators, and staff who are invested in creating a richer academic advising experience. A schedule detailing the colleagues and offices that participated in the visit as well as a visit overview are included in this report (see Appendix A and B).

Prior to conducting the review, the consulting team held a meeting with Dr. Shonda Goward, Associate Vice Provost for Undergraduate Advising and Student Success (AVP), who shared some documents that provided an overview of some policies, processes, and practices. The detailed discussion and documents helped the consulting team learn more about the culture, structure, and policies that govern the academic advising program at CSU San José. It was important for the consultants to understand the dynamics given the current environment and the impact it has on advising, technology, staffing structure, and other resources. In addition, the consultants were able to read the previous review report conducted in 2019, which led to the hiring of the AVP and changes in the structure of advising on campus.

Framework for Consultants' Visit

It is important to clarify the consultants' perspective on academic advising as a preface to our observations and recommendations. NACADA has endorsed several pillars that address the philosophy and practice of academic advising: NACADA Concept of Academic Advising, NACADA Statement of Core Values, the NACADA Academic Advising Core Competencies, and the Nine Conditions of Excellence in Academic Advising (EAA). Links to each of these documents may be found on [NACADA's website](#).

Advising programs that employ promising practices will reflect the theoretical foundations of advising contained in these documents. For the purpose of framing the context of this academic advising program review, the following points address major assumptions about successful academic advising:

Academic advising is best viewed as a form of teaching and is integral to the success of the teaching and learning mission of higher education institutions. As Marc Lowenstein (2005) observes, "an excellent advisor does the same thing for the student's entire curriculum that the excellent teacher does for one course." Advisors teach students to value the learning process, to apply decision-making strategies, to put the college experience into perspective, to set priorities and evaluate events, to develop thinking and learning skills, and to make informed choices.

The NACADA Concept of Academic Advising identifies three essential components of advising: curriculum (what advising deals with), pedagogy (how advising delivers the curriculum), and student learning outcomes (the result of academic advising). These student learning outcomes are based upon what we want students to know, to do, and to value and appreciate as a result of the academic advising process.

The [Nine Conditions of Excellence in Academic Advising](#) framework was created through a partnership with the [John N. Gardner Institute for Excellence in Undergraduate Education](#) and NACADA. These conditions acknowledge the role of academic advising in promoting student learning, success, and completion as well as the complexity of higher education and organizational change. They are specifically designed to serve as measures for improving practices, processes, and institutional culture surrounding academic advising in an evidence-based manner that supports broad campus change.

The consultants have chosen to situate the findings and recommendations of this report within the framework of the Nine Conditions of Excellence for Academic Advising, including strengths, areas for improvement, and recommendations to consider in an effort to enhance academic advising at San José State University.

OBSERVATIONS

“Quite simply, good advising should not be left to chance.” Tinto (1999)

San José State University serves a vibrant, diverse student body, where 28% of your students are the first members in their family to attend a four-year institution. CSU San José serves as a gateway institution for students who have traditionally been underserved by higher education. As such, academic advising plays an integral role in guiding students through the academic curriculum and raising aspirations. Investing in academic advising is an investment in your students. We noted that many of your staff are alumni and share a deep commitment to helping your students be successful in their educational journeys.

Throughout our two-day visit we heard from multiple constituents, including faculty, advisors, administrators and staff who provided us with rich narrative data, which was corroborated in the various meetings and materials provided to us. We found the San José community passionate about your students. They know who their students are and work to support students to transition into and through the institution. The faculty and staff we met want the best for your students and care about how advising is practiced. They recognize that students are the end recipients of academic advising and want to ensure that your students have access to quality advising. Faculty and staff are actively engaged and genuinely care about their students and colleagues.

We also had the pleasure of meeting with a small cross section of your students in a formal setting over lunch. Meeting with your students was a high point of our visit as they are intelligent, focused, and compassionate individuals.

STRENGTHS, CHALLENGES, and RECOMMENDATIONS ORGANIZED by CONDITIONS of EXCELLENCE

“The best advising system is the system that reflects the campus culture, meets institutional and student learning outcomes, and is supported by campus personnel, resources, and infrastructure to the fullest extent.” Joslin (2018)

We want to acknowledge that San José State did a lot of work after the 2019 review, including hiring an AVP to oversee academic advising across campus. At the same time, like every other institution, you were impacted by the global pandemic, which meant numerous changes as the institution had to pivot in order to move forward. Some of the work you were engaged in was lost during this time, and it must be noted that the pandemic was difficult for everyone. The impacts of the pandemic are still being felt across higher education. Numerous advisors have left the field due to pay and many advisors were asked to take on increasing levels of additional work which was not sustainable in the long run.

This review is an opportunity for San José State to reset academic advising and get back to the work you began in 2019. The findings of this review are organized into strengths, challenges, and recommendations integrated within the Nine Conditions of Excellence:

Commitment

Explanation of Condition

Institutions recognize that academic advising is integral to the students’ educational experience and the institution’s teaching and learning mission. This commitment begins with an institutional academic advising mission statement that is informed by the values and beliefs of the institution and dedicated to an inclusive and equitable student learning centered approach. Both widely understood and articulated in institutional documents, this statement informs practice as well as the administration, organization, delivery, and assessment of academic advising.

Strengths

It was apparent in every meeting we had that the San José State community recognizes the importance of academic advising in the educational journey of your students. Administrators, faculty, staff, and students are all in agreement as to the role of advising. In addition, it was noted that the institution has a strong teaching and learning mission.

Challenges

While San José has an Undergraduate Academic Advising Vision, Mission, and Core Values, those do not seem to be widely disseminated or utilized across campus. From feedback we received, “collaborative relationships” and “transformative student learning experiences” were not in evidence. Instead, there appears to be lines drawn between who does what piece of the advising and advising has become transactional instead of transformative.

Recommendations

Academic advising should be *systemic* (throughout the university), *systematic* (all parts function methodically and seamlessly to promote the whole) and *purposeful* (missional and intentional) to meet institutional strategic goals. Changing delivery modes is difficult, but in the process of centralizing the university appears to be siloing information and job functions instead of collaborating. Students do not distinguish between roles, instead they want to be seen, heard, and understood in their journeys. There needs to be a commitment to living the mission and collaborating amongst everyone involved in directly advising students, along with campus partners who work with students in other student services functions (i.e. career services, financial aid, TRiO, etc.). We recommend the following:

- Academic advising should be systemic (throughout the university), systematic (all parts function methodically and seamlessly to promote the whole) and purposeful (missional and intentional) to meet institutional strategic goals.
- Relaunch the mission statement and ensure that everyone understands and uses it.
- Have the advising mission statement printed in every office for students to see.
- Map out how students navigate through advising at the different levels and who they see for what questions.
- Bring together faculty, academic advisors, and campus partners (Registrar, Career Services, etc.) to participate in a process mapping exercise to outline the current and future states of advising at SJSU. This includes who does which tasks, and the transition of students from GE advising to Departmental advising.

Process mapping will allow advising colleagues to walk through the advising lifecycle to understand how students experience advising, where there are key touch points, and outcomes.

Learning

Explanation of Condition

Excellent advising programs have curricula, pedagogies, and student learning outcomes for academic advising explicitly articulated throughout a student's educational experience. These outcomes are aligned with the institution's academic mission, and goals and are systematically assessed and refined based upon documented assessment results. Institutions ensure that academic advisors are knowledgeable about the institution's expected learning outcomes, curriculum, pedagogy, and the student learning process. This commitment to learning is widely understood and articulated in institutional documents, informs practice as well as the administration, organization, delivery, and assessment of academic advising. Most importantly, institutions ensure equity in the academic advising experience for all students.

Strengths

San José has a mission, vision, values statement and one for advisor and student expectations.

Challenges

We do not find the mission, vision, values and advisor and student expectations integrated or being used beyond posting on your website. Students we spoke with had no idea they existed. Student learning outcomes for advising have not been agreed upon at the institutional level.

Recommendations

San José State University needs to focus on what you want students *to know, to do and to value* through the process of academic advising. We recommend the following:

- Create an academic advising syllabus template, which includes the advising mission statement and is used to set expectations for the relationships between the advisor and the student.
- Clearly defined Advisor Learning Outcomes (ALOs) and Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) serve as the foundation for developing a dynamic advising curriculum, pedagogy and student learning. <https://nacada.ksu.edu/Resources/Pillars/Concept.aspx>
- Create part of your advising assessment around the ALOs and SLOs.
- Post the academic advising syllabus on your website and give to students (in person and electronically) at orientation, while explaining the function of academic advising.
- Move from transactional, e.g., registration and course selection to a holistic advising framework which will help to support the desired outcomes for student learning. This needs to be viewed in the context of discussion about how best to

implement assigned advising in the first-year, and the development of a warm handoff between GE advisors and the Department/Colleges.

- Pull together a cross section of faculty, advisors, students and campus partners to create this document.

Equity, Inclusion, and Diversity

Explanation of Condition

Excellent academic advising demonstrates a commitment to the values and culture of inclusivity and social justice beyond merely equality of opportunity. Excellence calls for individual and institutional conversations that promote understanding, respect, and honor diverse perspectives, ideas, and identities. Academic advising policies and practices reflect a commitment to equity, inclusion, and diversity and, in turn, a commitment to universal design principles for learning.

Strengths

San José State University serves a diverse student population, in terms of first-generation, transfer and traditionally underrepresented students. You are a gateway to higher education for many students and can be proud that you are changing students' lives in a positive way, by opening up post-secondary education.

- SJSU is an economic driver for the State of California, producing highly educated students who go out into the workforce.
- One of your greatest strengths is the number of SJSU alumni, who are now employed at the university. In our meetings we met with alums who were so committed to providing pathways for students that rather than go into local industries which pay significantly more, they made the decision to work at San José State to support the next generation of students. Especially in times of economic upheaval, this speaks highly to the staff and faculty who are committed to educating your students. We cannot underscore what an incredible asset to your alumni are to the university community.

Challenges

- We cannot, however, talk about this section without noting that while you have alumni who choose to stay, you also have faculty and staff who cannot due to the high cost of living in the surrounding area. This leads to constant turnover, and a cycle of posting, interviewing, hiring and onboarding. In a field such as advising, this leads to gaps in knowledge as an advisor with 5 years experience knows the curriculum, hidden prerequisites and has the college knowledge to demystify the college experience. A new advisor will need several years to gain that knowledge and in the meantime, your students are the ones who suffer when you have

constant turnover, in addition to putting extra pressure on existing staff to take on higher caseloads (at no extra pay) to support students.

Recommendations

- We recommend that you look for innovative ways to support faculty and staff who are committed to your student population such as hybrid and flexible work schedules, overload pay for advisors who are taking on high caseloads, reduction in student loan debt for alumni staff, even bonuses, to name a few.
- Advisor caseloads need to be examined along with additional position duties beyond advising. Advisors cannot advise students if they have additional duties which are taking up large amounts of their time.
- Future advising positions should address San José State's equity and inclusion goals relative to meeting the advising needs of students.
- While we understand budget constraints and union regulations, SJSU needs to be committed to exploring innovative ways to support faculty and staff who advise students.

Note: Upon review of the initial draft report, the AVP noted that SJSU is committed to hiring 19 new academic advisors.

Advisor Selection and Development

Explanation of Condition

Institutions employ effective and equitable selection, professional development, and appropriate recognition and reward practices for all advisors and advising administrators. Institutions and/or units establish clear expectations and requirements for all advisors as well as systems for formative and summative feedback to advisors to provide consistency for students and support program sustainability. Ongoing professional development programs reflect the institutional commitment to learning. Professional development also ensures that all academic advisors are current in advising skills and knowledge and that advisors, through their advising practice, reflect the core values and competencies for excellent academic advising.

Strengths

SJSU hires highly qualified staff and faculty, including many alumni, to work as advisors. This is a great strength as the advisors have experienced the university as a student and can pass on their knowledge to students.

Challenges

We found several challenges in this areas, including:

- We did not get a sense of any clear expectations and requirements for all advisors.
- There does not seem to be a university wide professional development program beginning with onboarding and then throughout the advising career .We also found no evidence that professional development opportunities are consistently offered to faculty who advise.
- We found no appropriate recognition and reward practices in place to spotlight the great work that both faculty and staff academic advisors are doing for your students.

Recommendations

- We recommend the AVP review the expectations and requirements for all advisors (including faculty and staff) and present those to the advising community.
- We recommend that the AVP develop a robust university wide professional development program, which is aimed at new, mid-level, and senior faculty and staff academic advisors. This program should include trainings (i.e. FERPA, legal, degree audits, etc) and professional development (special student populations, theories and models of advising, latest scholarship in the field, etc.).
- We recommend that advisors be expected to develop professional development plans to show their continued learning in the field. It is imperative that advisors have the necessary resources and support from the administration to develop their professional development plans.
- We recommend that you develop a reward and recognition program, modeled after the NACADA Global Awards, which recognizes new and continuing faculty and staff academic advisors. Advisors should be recognized at an end of the year event, and those selected should then be put forward for NACADA's Global Advising Awards <https://nacada.ksu.edu/Programs/Awards.aspx>

Note: Upon review of the draft report the AVP noted that expectations and requirements related to academic advising are not allowed due to union regulations. However, we strongly recommend that the campus community engage in conversations to clarify roles and responsibilities. Faculty, staff, and students expressed frustration regarding role confusion. Faculty and staff advisors need to work together to create a robust, cohesive academic advising experience for students.

Improvement and the Scholarship of Advising

Explanation of Condition

Institutions are committed to systematic assessment and evaluation to sustain continuous improvement and equitable achievement of learning outcomes. Institutions recognize the complexity of the educational process and embrace its theoretical underpinnings. As a result, institutions develop evidence-based plans for continuous assessment of both advisors and advising programs. Members of the academic advising community are expected to be both critical consumers of, and contributors to, scholarly literature, including the effects that advising can have on students and the role of advising in higher education.

Strengths

Many of the advisors we met with are familiar with the latest scholarly literature in the field.

Challenges

- Currently there is no formal or systematic assessment of academic advising.. Developing systemic assessment which goes beyond traditional satisfaction surveys is important for improving the student experience with advising.
- There is no evidence of an advising curriculum or learning outcomes for advising as recommended in NACADA's Concept of Academic Advising.
- While many advisors are familiar with the latest scholarly literature this appears to be based solely on their own initiative. Some talked about wishing they had time to contribute to the literature, but with long commutes and other duties they are not able to find the time.

Recommendations

- A strong, effective academic advising program needs to be assessable and assessed on a regular basis in order to continually improve. The advising program needs to have vision, mission, values, Student Learning Outcomes, Advisor Learning Outcomes, and Performance and Delivery Outcomes. A university wide assessment plan needs to be developed and implemented to gather data on a regular (annual) basis. Results need to be evaluated and evidence based changes made. These data points also can and should be used to inform changes in advising practices and structure moving forward at SJSU.
- We also recommend you consider adding into the professional development program sections where the latest scholarly literature can be reviewed and discussed within the entire advising community.

Collaboration and Communication

Effective academic advising requires coordination and inclusive collaborative partnerships among stakeholders across campus. These partnerships foster ongoing communication, promote artifact and resource sharing, and support creative solutions for the success of all students. A collaboratively developed strategic communication plan involves frequent and intentional exchanges of information and ideas, is routinely reviewed and updated, and advances a shared aspirational vision for academic advising as integral to teaching and learning.

Strengths

There is a palpable desire across the campus for strong collaboration and communication from administration and advising. Students, faculty, advisors and campus partners want to collaborate together, and desperately want more lines of communication.

Challenges

- Advisors are processing things the registrar should be doing.
- There is a perceived lack of communication from the administration to the advising community.
- The current communication plan regarding information sharing does not seem to be working. While the AVP is communicating via multiple venues (meetings, email, etc.), our data indicate that there is confusion and lack of clarity regarding the change efforts underway.
- Collaboration between faculty and staff advisors needs to be improved. Even though there is a centralized unit focused on lower division advising, there must be -at minimum - robust information sharing, agreement upon roles and responsibilities, and curriculum to facilitate the “warm handoff” between units.
- Both staff and faculty advisors reported that there has been a directive to cut off communication between faculty and advisors working in the success centers. That is, communication and collaboration between faculty and staff is being intentionally discouraged.

Recommendations

- To foster effective communication, it's essential to consistently share thoughts and needs. Clear and frequent communication, both in writing and verbally, is key to ensuring that your intentions and desires are well-understood by others.

- It is essential to create ways for faculty and staff to collaborate and communicate to improve your academic advising programs and systems. It is impossible for excellent advising to occur in an intentionally siloed system.
- Map out all advising communication to see who is contacting students and when, then determine which messages should come from the AVP's office and which should come from faculty and staff advisors throughout the term.
- Develop a communication plan for students with regards to advising, but also another one for faculty and staff advisors. For example, create a Teams site to post information to the advising community so that there is consistency, clarity, and communications out to all advisors.
- Hold regular advising meetings, at a minimum of once a month, with agendas to address current advising issues.
- Hold an annual advising conference, with an agenda, presentations, and opportunities for advisors to get together. Include information on your website as your most recent summit is from 2021.
- As you have a new Registrar, this is the time to re-evaluate forms and processes the advisors are doing which are by their function the role of the Registrar. Move these processes back to the Registrar's Office.
- Consider developing process maps between faculty and primary role advisors potentially using swim lane diagrams.

Organization

Excellent advising programs are intentionally structured across the institution to meet the institutional academic mission, goals, and intended learning outcomes. The organization of academic advising must have leadership, appropriate resources, and a systematic approach to continuous assessment and improvement. The organizational structure supports equity in the academic advising experience as well as the roles of all academic advisors, regardless of title.

Strengths:

- San José State's advising has an AVP devoted to advising.

Challenges:

- While there is an AVP for advising, we found that there is a perceived lack of communication around the organization of advising across the university. In addition, we did not hear much about advising having the appropriate resources, or a systematic approach to continuous assessment and improvement.

- An example of the issue with communications is that multiple participants noted that they were not told about the advising review until two days before it began. This meant that people could not attend sessions. The AVP noted that the administration informed the campus community about the review in October. This is evidence of a communication breakdown that needs to be investigated and improved.

Recommendations

Advising does not happen in a silo, on its own. It should be integrated and connected across campus. We recommend that you:

- Review the division between GE and faculty/department advisors to determine how best to ensure that students are being served in an equitable manner. While it is fine to have advisors that work on the GE, they do need to understand the academic programs and there needs to be a warm hand off to the faculty/departmental advisors.
- Look for ways (including embedding for one or two days a week) the GE advisors into the department to learn more about the various academic programs.
- Develop a committee to review the organization of advising on campus, including identifying if there are enough resources allocated to advising. This committee can be led by the AVP but should include faculty and staff advisors.
- Develop and maintain a strong communication plan that clearly delineates roles, responsibilities and information.

Student Purpose and Pathways

Explanation of Condition

Effective academic advising provides learning spaces for all students to engage in critical thinking and to define their own purpose, goals, and curricular pathways through exploration to achieve learning outcomes. Students' plans must be coherent, enrich their programs of study, and equitably support their educational goals, career, and life aspirations. Partners and key stakeholders collaboratively and closely examine all student transitions and develop policies and practices to overcome barriers and optimize learning and success.

Strengths

The advising community is focused on supporting students through their educational journeys.

Challenges

It was not always clear whether students were getting curricular pathways to help them navigate their educational journeys.

Recommendations

- We recommend that SJSU have a committee which looks at ensuring all majors have defined curricular pathways available to students.
- We also recommend that this committee works with GE and faculty/departmental advisors to identify student transition points (i.e. first-year, transfer, GE to department, graduation, etc.) and ensure that there are no barriers impeding student progression.
- Improve the documentation of hard and soft pre-requisites within the university catalog, degree audit system, and any other areas where this information is stored, shared, and recorded in academic records.

Technology Enabled Advising

Explanation of Condition

Excellent academic advising incorporates appropriate and accessible technology to complement, support, and enhance advising practice to facilitate learning success for all students. This requires institutions to include academic advisors in the selection, delivery, and assessment of advising technologies. Institutions must provide on-going training in the use and potential applicability of dynamic tools as a means to strengthen advising management, practice, student learning, and culture.

Strengths

San José State has advising technology (Navigate), which can impact students and make it easier for advisors to connect with students.

Challenges

We did not find that everyone is using the technology effectively.

Recommendations

- We recommend that you develop and implement consistent, ongoing training around your advising technology to ensure that every advisor understands and can use it effectively, including consistent documentation of advising interactions.

- We recommend that you develop a team of technology advising champions who can troubleshoot issues and train new advisors in the future.
- These champions will also develop email templates and timelines which advisors can use and adapt for their advising caseloads.

Note: The AVP stated that training has been offered on multiple occasions and that some faculty advisors expressed concern that keeping notes would be too much additional workload. Regardless, all faculty and staff academic advisors need to deeply understand technology related to advising and need to document academic advising interactions appropriately to be in line with standards of practice.

SUMMARY

“[A]n excellent advisor does the same for a student’s entire curriculum as the excellent teacher does for one course.” Lowenstein (2005)

San José State University has done a great deal of work since the last report in 2019 to improve academic advising on campus. The hiring of an AVP to serve as a central coordinating figure is important. However, the reality of a global pandemic combined with a roll out which led to confusion and ultimately the loss of significant number of academic advisors across campus. Because of these disruptions we recommend a “reset” including a campus-wide conversation regarding the values, mission, vision, and intended outcomes of academic advising. San José State University in the position to define advising across campus, create a syllabus for students with student learning outcomes, advisor learning outcomes, and performance and delivery outcomes which will ground your assessment. Modes and methods for delivering advising communication need to be developed. The advising community needs to have a clear understanding of the plan for academic advising as the related roles and responsibilities.

In addition, the breakdown in collaboration between central advising and faculty advising needs to be addressed. Pulling together different constituents and framing it from what is best for students will ensure that this can move forward. At the end of the

day, you are all working to ensure that students have an incredible educational journey at San José State University.

Academic advising plays an integral role in student success, transitioning students into, through and towards degree completion. Given that advisors have touch points with students throughout their educational journey and guide students through the complexities of curriculum and the institution overall, advising needs to be fully resourced and structured in such a way as to be sustainable. Institutions need to ensure that students have access to well-informed advisors in a timely manner to make decisions about their education. San José State University has done an excellent job recruiting highly qualified faculty and staff who deeply care about academic advising. We encourage you to build upon this strength by creating a comprehensive, collaborative, transparent strategic plan for academic advising based in your mission of teaching and learning.

Appendix A: Consultant Meeting Agenda

NACADA Review

MacQuarrie Hall, 533

November 1-2, 2023

November 1st:

8:00-9:00 College Associate Deans

9:00-10:00 Academic Senate Leadership (zoom)

10:00-11:00 Faculty Advisors

11:00-Noon Department Chairs

Noon-1:00 Students - with lunch

2:00-3:00 Faculty Advisors

3:00-4:00 Professional Advising Staff

4:00-5:00 Shonda Meet with Reviewers

November 2nd:

8:00-9:00 Associated Students

9:00-10:00 Academic Senate Leadership (zoom)

10:00-11:30 Undergraduate Advising and Success Management Team

11:30-Noon Break

Noon-1:30 Students - with lunch

1:30-2:30 Department Chairs and Faculty advisors

2:30-3:30 Vincent Del Casino, Jr. - Provost

3:30-4:00 Closing

Appendix B: Timeline for Systemic Change

Systemic Change

Efforts to improve academic advising may require systemic change. It is beneficial to include a brief discussion of systemic change as a construct. Jenlink (1998) recommends the following principles for a successful change initiative:

- Creation of an overall image for the ideal system;
- Continuous engagement of knowledgeable and committed stakeholders;
- Recognition that all parts of the system are connected;
- The importance of careful planning for implementation; and
- The need for the system to commit resources for evaluation.

Any type of systemic change takes time and, of course, those involved want to know “how much time.” According to Eccles (1994), “Timely strategic change is not the same as the fastest change but is the ability to implement a change effectively and expeditiously. It requires a talent for combining carefulness with speed.” He argues the most effective change occurs when the organization:

- Employs reflective, information-based, analysis;
- Gathers comprehensive data;
- Debates before deciding;
- Embraces innovation and action;
- Creates a culture that is united and change-oriented; and
- Has an understanding of the twin needs for speed and care (p.261-262).

Systemic Change Timeline

Systemic change walks the fine line between effectiveness and speed in the change process. The following "Impact and Time to Change Chart" provides a visual representation of the potential change process recommended as a result of the review. The chart serves as a suggestion because the actual time and prioritization of change must match the culture of each individual institution.

	Immediate Change	1-2 Years to Change	3-4 Years to Change
<i>High Impact</i>	<ul style="list-style-type: none"> ● Develop a shared understanding of academic advising, including common vision, mission, goals, and outcomes. ● Clarify roles and expectations of all advisors, including faculty. ● Create intentional communication opportunities across instructional and student services units. 	<ul style="list-style-type: none"> ● Collect and use data to drive change (accomplishment of student learning outcomes, impact of proactive advising approach on retention, persistence and graduation) ● Develop and deliver initial professional development training for all advisors. 	<ul style="list-style-type: none"> ● Advising has become a central aspect of student success on the campus. ● All advisors expect and participate in ongoing training and professional development

<p><i>Medium Impact</i></p>	<ul style="list-style-type: none"> • Create a comprehensive program for ongoing advisor professional development. 	<ul style="list-style-type: none"> • Develop a comprehensive professional development plan for all advisors that could be personalized. • Develop a reward and recognition system for academic advising. 	<ul style="list-style-type: none"> • Nominate faculty and staff advisors for the NACADA Global Advising Awards.
-----------------------------	--	--	--

Appendix C: Nine Conditions of Excellence in Academic Advising

Institutional Commitment

Institutions recognize that academic advising is a shared responsibility integral to the students' educational experience and the institution's teaching and learning mission. This commitment begins with an institutional academic advising mission statement that is informed by the values and beliefs of the institution. Both widely understood and articulated in institutional documents, this statement informs practice as well as the administration, organization, delivery, and assessment of academic advising.

Learning

Institutions assure that academic advisors are knowledgeable about the institution's expected learning outcomes, curriculum, pedagogy, and the student learning process. Excellent advising programs also establish curriculum, pedagogy, and student learning and developmental outcomes for academic advising throughout a student's educational experience. Academic advising outcomes are aligned with the institution's curriculum, academic advising mission, and goals. These outcomes are systematically assessed and refinements are made based upon documented assessment results.

Equity, Inclusion, and Diversity

Excellent academic advising demonstrates a commitment to the values and culture of inclusivity and social justice. It encourages individual and institutional conversations that promote understanding, respect, and honor diverse perspectives, ideas, and identities. Academic advising policies and practices reflect a commitment to equity, inclusion, and diversity.

Advisor Selection and Development

Institutions employ effective selection practices, professional development, and appropriate recognition and rewards for all advisors and advising administrators. Institutions and/or units establish clear expectations and requirements for advisors as well as systems for formative and summative feedback to advisors. Establishing position/role requirements for primary role advisors and processes for selecting, hiring, salary scales, and retaining quality academic advisors provide consistency for students and supports program sustainability. Ongoing professional development programs ensure that those in the academic advising community are current in advising skills and

knowledge and that advising practice reflects the core values and competencies for excellent academic advising.

Improvement and the Scholarship of Advising

Institutions committed to systematic assessment and evaluation recognize the complexity of the educational process and its theoretical underpinnings. They operate under the principles of ongoing, evidence-based plans for assessment of both advisors and advising programs. Members of the academic advising community are both critical consumers of, and contributors to, the scholarly literature, including the effects that advising can have on students and the role of advising in higher education.

Collaboration and Communication

Effective academic advising requires coordination and collaborative partnerships among all units across campus. These partnerships foster ongoing communication and promote resource sharing. A collaboratively developed strategic communication plan, inclusive of all institutional stakeholders, involves frequent and intentional exchanges of information and ideas, is routinely reviewed and updated, and advances a shared aspirational vision for academic advising across all units.

Organization

Excellent advising programs are intentionally organized across the institution to meet the institutional academic mission, goals, and intended outcomes. The organization of academic advising must have structured leadership, appropriate resources, and a systematic approach to continuous assessment and improvement. The organizational structure supports the roles of all academic advisors, regardless of title.

Student Purpose and Pathways

Effective academic advising directs students to explore and define their own purpose, goals, and curricular pathways to achieve learning and developmental outcomes. Curricular plans must be coherent, enrich students' programs of study, and support their educational goals, career and life aspirations. Partners and key stakeholders collaboratively and closely examine all student transitions and develop policies and practices to overcome barriers and optimize learning and success.

Technology Enabled Advising

Excellent academic advising incorporates appropriate technology to complement, support, and enhance advising practice. This requires institutions to include academic advisors in the selection, delivery, and assessment of advising technologies. Institutions must provide on-going training in the use and potential applicability of dynamic tools as a means to strengthen advising practice and culture.

Appendix D: Sample Resources

Academic Advising in Canvas. https://www.youtube.com/watch?v=19I9gYDo8_k

Achieving the Dream Advising Competencies (VCCS).

http://trcenter.vccs.edu/wp-content/uploads/2017/06/ATD_Advisor-

[Competencies_Full-Handout.pdf](http://trcenter.vccs.edu/wp-content/uploads/2017/06/ATD_Advisor-Competencies_Full-Handout.pdf)

Achieving the Dream Advising Competency Survey (VCCS). [http://trcenter.vccs.edu/wp-](http://trcenter.vccs.edu/wp-content/uploads/2017/06/ATD_competency-)

[content/uploads/2017/06/ATD_competency-](http://trcenter.vccs.edu/wp-content/uploads/2017/06/ATD_competency-Items-Survey.pdf)

[Items-Survey.pdf](http://trcenter.vccs.edu/wp-content/uploads/2017/06/ATD_competency-Items-Survey.pdf)

Advising and Outreach with Canvas. <https://www.youtube.com/watch?v=8Tht79tWyl8>

Advising at Penn State. A Resource for Faculty and Staff: <https://advising.psu.edu/how-advise>

Advising at Broward College.

<http://www.broward.edu/studentresources/advising/Pages/default.aspx>

Advising at George Mason University. <https://advising.gmu.edu/masonadvisors/>

maan/Advising at Kennesaw State University:

<https://chss.kennesaw.edu/uac/resources/handouts/Advising%20->

[%20Faculty%20or%20Profesional.pdf](https://chss.kennesaw.edu/uac/resources/handouts/Advising%20-Faculty%20or%20Profesional.pdf)

Advising at UC Davis. <https://lettersandscience.ucdavis.edu/major-and-minor-advising>

Advising at University of North Georgia. <https://ung.edu/academic-advising/learningoutcomes.php>

Advising at Old Dominion University.
<https://www.odu.edu/facultystaff/advising/resources/master-advisor>

Advising at Portland Community College. <https://www.pcc.edu/advising/>

Advising at Rio Salado College. <https://www.riosalado.edu/students/advisement>

Advising at University of South Carolina.
https://sc.edu/about/offices_and_divisions/advising/index.php

Advising at University of Tennessee, Knoxville. <https://advising.utk.edu/for-advisors/purpose-2/>

Advising at Wayne State University. <https://advisortraining.wayne.edu/aac>

Council for the Advancement of Standards in Higher Education (CAS Standards)

- Academic Advising Programs.

<http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

Drake, J. K., Jordan, P., & Miller, M. A. (2013). *Academic advising approaches: Strategies that teach students to make the most of college*. Somerset: Wiley.

EAB (2009). Meeting student demand for high-touch advising. Retrieved from https://attachment.eab.com/wp-content/uploads/2009/01/18881_ULC_High-Touch-Advising.pdf

Folsom, P., Joslin, J., & Yoder, F. (2005). From advisor training to advisor development: Creating a blueprint for first-year advisors. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Training-Blueprint-for-New-Advisors.aspx>.

Folsom, P., Yoder, F., and Joslin, J. E. (2015). *New advisor guidebook: Mastering the art of academic advising*. Newark: Wiley.

Ford, S.S. (2007). *The essential steps for developing the content of an effective*

advisor training and development program. Retrieved from

<http://www.nacada.ksu.edu/clearinghouse/advisingissues/AdvTrng-Steps.htm>

Gabbert, S. & Lynch, M.J. (2007). Developing a new evaluation tool for advisors:

From conception to implementation. Retrieved from

<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Evaluationof-Academic-Advisors.aspx>

Givans Voller, J. (2012). Advisor training and development: Why it matters and

how to get started. Retrieved from

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisortraining-and-development-Why-it-matters-and-how-to-get-started.aspx>

Hurt, R, (2007). Advising as teaching: Establishing outcomes, developing tools,

and assessing student learning. <https://meridian.allenpress.com/nacadajournal/>

[article/27/2/36/36214/Advising-as-Teaching-Establishing-Outcomes](https://meridian.allenpress.com/nacadajournal/article/27/2/36/36214/Advising-as-Teaching-Establishing-Outcomes)

Hurt, R. L. (2007). Establishing outcomes, developing tools, and assessing

student learning. Retrieved

from <https://nacadajournal.org/doi/pdf/10.12930/0271-9517-27.2.36>

Kansas State University. <https://www.k-state.edu/studentsuccess/about/advising/advising-handbook/student-learning-outcomes.html>

Kraft-Terry, S. and Kau, C. (2019). Direct measure assessment of learning outcome–driven proactive advising for academically at-risk students. Retrieved from <https://nacadajournal.org/doi/pdf/10.12930/NACADA-18-005>

Larson, J., Johnson, A., Aiken-Wisniewski, S. A., and Barkemeyer, J. (2018). What is Academic Advising? An application of analytic induction. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1202423.pdf>.

Leonard, M. J. (2008). Advising delivery: Using technology. In Gordon, V.N., Habley, W.R. & Grites, T.J. (Eds). Academic advising: A comprehensive handbook (2nd edition) (pp. 292-306). San Francisco: Jossey-Bass.

Light, R. J. (2001). Making the most of college: Students speak their minds. Harvard University Press

Martin, H. (2007). Constructing learning objectives for academic advising. <https://www.nacada.ksu.edu/Resources/Clearinghouse/View->

Articles/Constructing-student-learning-outcomes.aspx

McClellan, J.L. (2007). Content Components for Advisor Training: Revisited.

Retrieved from NACADA Clearinghouse of Academic Advising Resources Web

site: [http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Components.aspx)

[Training-Components.aspx](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Components.aspx)

McGill, C. M. (2019). The professionalization of academic advising: A structured

literature review. Retrieved from: [https://meridian.allenpress.com/nacadajournal/](https://meridian.allenpress.com/nacadajournal/article/39/1/89/430129/The-Professionalization-of-Academic-Advising-A)

[article/39/1/89/430129/The-Professionalization-of-Academic-Advising-A.](https://meridian.allenpress.com/nacadajournal/article/39/1/89/430129/The-Professionalization-of-Academic-Advising-A)

NACADA Assessment Institute. <https://www.nacada.ksu.edu/Events/Assessment-Institute.aspx>

NACADA Clearinghouse for Training & Development.

[https://www.nacada.ksu.edu/Resources/Clearinghouse/Administration-of-](https://www.nacada.ksu.edu/Resources/Clearinghouse/Administration-of-Advising/Advisortraining.aspx)

[Advising/Advisortraining.aspx](https://www.nacada.ksu.edu/Resources/Clearinghouse/Administration-of-Advising/Advisortraining.aspx)

NACADA Core Competencies.

[https://nacada.ksu.edu/Portals/0/Resources/documents/Core%20Competencies%](https://nacada.ksu.edu/Portals/0/Resources/documents/Core%20Competencies%20)

20BASIC%20Flyer%20%28update%205-10-17%29.pdf

NACADA's Core Competencies Guide.

<https://nacada.ksu.edu/Portals/0/Resources/Pillars/Abridged%20NACADA%20Academic%20Advising%20Core%20Competencies%20Guide.pdf>

NOVA's Daily Flyer (employee facing): <https://blogs.nvcc.edu/dailyflyer/>

NOVA's Nighthawk News (student facing):

<https://myemail.constantcontact.com/NIGHTHAWK-NEWS--Information--Newsand-Events-for-NOVA-Students.html?soid=1127967230888&aid=iXSLiDKtC2Y>

Nutt, C. (2004). Assessing student learning in advising.

<https://www.nacada.ksu.edu/Portals/0/ePub/documents/27-4%20Dec%202004.pdf> (pp. 5 & 7)

Nutt, C. (2016). Excellence in advising through iPASS: Faculty, professional staff, hybrid. Retrieved from

<https://youtu.be/4ooEtkNODU?list=PL4EzW5CoLLhrgW6TCIDfopoPnCFvWS9K>

7

Purpose First.

https://completecollege.org/wpcontent/uploads/2018/10/CCA_PurposeFirst_10_5_2018.pdf

Robbins, R. (2009). Assessment map. Retrieved from

<https://www.nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/documents/Assessment-Robbins-Figure3-Robbins.pdf>

Robbins, R. and Zarges, K. M. (2011). Assessment of academic advising

<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Assessment-of-academic-advising.aspx>

Shastry, V. (2019). What a comprehensive academic advising website can do for faculty advisors and students. Retrieved from

<https://www.academicimpressions.com/blog/faculty-advisors-advising-website/>

Student Engagement and Community-Building Through Online Academic

Advising. https://www.youtube.com/watch?v=LL7_m_5VETs