Advising Best Practice Research

**A Student-Centered Approach to Advising:** Pressure on campus leaders to demonstrate improvement in student success continues to mount, but the question of accountability on campus remains unclear. As central retention offices and shared responsibility campaigns fall short of expectations, many campus leaders are turning to academic advising as the unit or activity best-positioned to inflect student outcomes. Shifting the emphasis of advising from basic transactions toward activities that significantly impact retention and timely completion, however, remains a nontrivial pursuit. This research describes how to structure advising to enable consistency and accountability, and target intervention strategies based on student risk.

**Next-Generation Advising:** As competition for applicants, legislative focus on graduation rates, and questions about the lifetime value of a degree intensify, many institutions are blurring boundaries between academic advising and co-curricular and career advising to promote student success and differentiate brand. This report examines how leaders break the trade-off between high-touch service and budget realities, identifying breakthrough practices, as well as the models and technologies required to deliver them in a cost-effective manner.

Advising Organizational Structure Briefs

**Undergraduate Academic Advising Structure:** This report examines the structure of undergraduate academic advising responsibilities at large public flagship institutions. The report profiles the staffing and reporting structure of professional and faculty academic advisors as well as technology tools they use.

**Organizing Centralized Academic Advising Services and Considerations for Transitioning to a New Model:** This brief outlines the organizational structure and services of centralized academic advising offices at seven, public universities. The brief explores budget and staffing structures of profiled programs, as well as coordination with departmental or college-based advising centers. Additionally, the report examines the timeline, cost, and implementation challenges associated with the launch or expansion of a centralized advising office. Finally, the report considers profiled institutions’ technology tools and strategies for program assessment.

Success Coaching Briefs

**Developing a Success Coaching Center:** As institutions bolster retention initiatives, students require personalized, non-academic coaching that develops interpersonal skills, time management practices, and anxiety control. This brief examines how other institutions implement success coaching for undergraduate
students, with a focus on qualifications for coaches, how administrators engage students with coaches, and how administrators assess coaching initiatives.

**Developing Next Generation Career Services – Career Services 2025:** Research from EAB’s Student Affairs Forum indicates that in the future, career services could encompass some functions that success coaches fulfill. The attached PowerPoint slide outlines some benefits and drawbacks associated with housing those responsibilities within the career services function.

**Transfer Advising Briefs**

**Transfer Student Orientation and Integration:** Transfer students face a unique set of challenges when matriculating to a new campus, and university leaders must be sensitive to the tension that exists between unfamiliarity with an institution and a desire for students to be recognized as upper-classmen. This brief focuses on transfer-specific orientation events and programming, expanding on scheduling, peer and academic advising, mandating attendance, and gathering feedback. Additionally, the report describes housing options for transfer students and support services for commuter students.

**Advising Assessment Briefs**

**Approaches to Examining the Efficacy of Academic Advising:** A growing focus on student success across the higher education sector has generated an interest in studying the impact and efficacy of academic advising. Academic affairs leaders seek to evaluate the impact academic advising has on both academic and co-curricular outcomes; leaders also seek to effectively evaluate individual advisor performance.

**Advisor Job Descriptions and Requirements, Urban 21 Institutions**

Most collected job postings seek candidates with a master’s degree and at least 1 year of relevant experience or a bachelor’s degree with one year of relevant experience. Required skills include communication, the ability to manage multiple priorities and tasks independently, and problem solving. Postings also seek public speaking skills, experience training/teaching, teamwork and interpersonal skills with diverse groups and clients, and competence with relevant software.

- Advisor, University of Cincinnati
- Academic Advisor, Temple University
- Academic Advisor, University of Houston
- Academic Advisor, Wayne State University
- Academic Advisor, Virginia Commonwealth University