



SUSTAINABILITY PLAN
CENTRALIZED ACADEMIC ADVISING
North Carolina Agricultural and Technical State University

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Sustainability Plan
Centralized Academic Advising
North Carolina Agricultural and Technical State University

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1. Executive Summary

The purpose of this sustainability plan is to ensure that North Carolina Agricultural and Technical State University's Center for Academic Excellence manages the Centralized Academic Advising Initiative in an efficient manner to achieve short and long-term success against initiative strategic priorities. The plan supports the priorities by guiding stakeholders through an appreciative advising model; a well-defined business framework inclusive of roles and responsibilities; key performance indicators; an action plan; detailed budgeting; and reporting practices. Hence, this sustainability plan deepens our commitment to the Aggie Experience for students. In turn, we will (1) show up with responsibility and conduct ourselves with integrity, (2) create a welcoming environment for everyone, and (3) strive for excellence as we continue our interest in learning from our interactions to make things better. To assist EdAdv in impact assessments, we will provide results of our impact assessments, which can be used for further decision making and identifying best practice models to be shared with other institutions in the cohort.

To facilitate the Initiative, the University is **requesting maximum annual funding in the amount of \$5,677,800 for a period of 3 years.** The centralized academic advising model will be sustained after year 3 with grants and institutional funds.

2. Strategic Priorities

The strategic priorities of this sustainability plan are as follows:

- *Enhance undergraduate student success and experience*
- *Support research competitiveness by improving the quality of student advising*
- *Implement signature operational initiatives to advance institutional efficiency and effectiveness*

3. Sustainability

This initiative has a sustainability plan that enables the setting of strategic priorities and resulting actions that are effective and impactful. This is supported by the following intrinsic characteristics of the plan:

- The Centralized Academic Advising Team has a long-term plan guided by KPIs and planned outcomes
- The Team has identified challenges or obstacles to sustaining the initiative, including potential conflicts with alternative initiatives or agendas
- The Team has developed strategies to garner needed resources and overcome identified barriers
- The Team has a process to reassess and adjust their plan periodically (iterative design from formative evaluation)
- The Team has identified and communicated with other internal and external stakeholders who have a role in the sustainability plan

4. Requirements

Centralized academic advising focuses on effective and best practices for student advising. This plan will require a maximum of 64 professional advisors and 37 graduate assistant advisors to enhance undergraduate success and the student experience. The number of assigned advisors and graduate students will be based on college enrollment, and will be allocated proportionately based on the number of first- and second-year students. The model reflects a hybrid approach, using professional advisors who are also supported by graduate students. There are unique functions designated to each role that serve as critical facets to the overall plan's success.

5. Roles and Responsibilities

The Centralized Academic Advising Director shall:

- Coordinate recruitment, hiring, and training of the workforce (professional advisors and graduate students)
- Oversee advising practices system-wide (appreciative advising approach, collaboration with Deans and Associate Deans for college-specific needs)
- Monitor assessment and reporting (conduct assessments, identify best practices, track and report KPIs)
- Incorporate the resources and time required to execute the Sustainability Management Plan in the project budget and schedule
- Develop, distribute, and implement this sustainability plan
- Develop and update an impact analysis with the support of the Project Team and include it in the project plan
- Update the lessons learned database at the end of each project phase
- Provide a report to the Provost's Office and Transformation Office for sustainability reporting

The Professional Advisors shall:

- Implement academic coaching and advisement
- Perform unofficial degree audits
- Monitor students' academic performance and employ early intervention strategies
- Address student academic-related concern
- Facilitate advising workshops/programs
- Partner with Career Services to ensure students take advantage for career preparation opportunities

The Graduate Assistant Advisors shall:

- Adhere to professional advisors' designated course plan for students
- Assist students with navigating course registration process (Aggie Access)
- Assist with creating campaigns, appointment monitoring, and AggiesNav student training
- Co-facilitate advising workshops/programs

The Centralized Academic Advising Team (the Team) shall collectively:

- Identify sustainability impacts and describe them in the prescribed formats
- Assess the impact of sustainability-related actions on project success criteria

- Perform the impact response actions assigned

The Sustainability Impact Owner shall:

- Develop and/or update the assigned risk response strategy
- Monitor the risk assigned and inform the Director of any changes to probability or impact
- Monitor the risk trigger and risk cues and inform the Director as appropriate

6. Key Performance Indicators

The Key Performance Indicators are as follows:

- Student Satisfaction with advising quality and experience
- Persistence Rates
- Retention Rates
- 4-Year Graduation Rates
- Quality assurance indicators:
 - DWF rates (grades of D, Withdraw, or F in gateway courses)
 - Reduced errors in graduation clearances
 - On-time submissions of graduation clearances
- Deans, Chairs and Faculty Satisfaction

7. Action Plan

Strategic Priority 1: Invest in evidence-based initiatives to enhance undergraduate student success and experience. The Centralized Academic Advising Framework aligns with Strategic Priority 1.2, which calls for the planning, implementation, and monitoring of predictive analytics initiatives, placing key student success tools in the hands of students, faculty, and staff.

Action	Assigned to	Start Date	End Date
Identify search committees to commence the recruitment and hiring process of the centralized advising workforce.	Centralized Academic Advising Team (Student Success Committee)	January 2023	January 2023
Recruit and hire centralized academic advising director, professional advisors, graduate student advisors.	Search Committees	February 2023	April 2023

Develop training materials that incorporate a student-centered, student success approach (appreciative advising).	Centralized Academic Advising Team (Student Success Committee) Centralized Advising Director	January 2023	March 2023
Assign professional advisors and graduate student advisors, per college enrollment.	Centralized Advising Team Centralized Advising Director	April 2023	May 2023
Monitor and assess key performance indicators based on student success outcomes (persistence, retention, and 4-year graduation rates).	Centralized Advising Director	August 2023	Ongoing

Strategic Priority 2: This plan also supports our commitment to R1, through objective 2.3 “Optimize workload policies and practices to advance faculty teaching, research and scholarship. The current advising loads on faculty continue to interfere with the growth of the research enterprise.

Strategic Priority 3: Implement signature operational initiatives to advance institutional efficiency and effectiveness. The Centralized Academic Advising Framework aligns with Strategic Priority 2.1, which calls for the enhancement of operations through policy awareness, streamlined efficiencies, customer service initiatives and upskilling of employees to provide positive experiences for all.

Action	Assigned to	Start Date	End Date
Train newly hired workforce on systems, advising models, key performance indicators, predictive analytics, and University policies and procedures.	Centralized Academic Advising Team (Student Success Committee) Centralized Advising Director	April 2023	Ongoing
Employ outreach campaigns with students throughout designated points in the semester (University-wide effort across all colleges)	Centralized Advising Director (oversight) Professional Advisors and Graduate Student Advisors (implementation)	June 2023	Ongoing
Facilitate monthly workshops focused on student success by collaborating with campus partners and key stakeholders.	Centralized Advising Director (oversight) Professional Advisors and Graduate Student Advisors (implementation)	June 2023	Ongoing

Monitor student academic progress, address academic-related concerns, and ensure students are meeting SAP and time-to-degree completion goals.	Centralized Advising Director (oversight) Professional Advisors and Graduate Student Advisors (implementation)	June 2023	Ongoing
Assign professional advisors and graduate student advisors based on college enrollment to streamline the distribution of student caseloads.	Centralized Advising Director	June 2023	Ongoing

8. Budget

The budget for this initiative shall include the cost for supporting the hybrid model of professional advisors and graduate assistant advisors. The following represents the budget summary:

Personnel Costs	Annual Amount	Description
Professional Advisors	\$4,874,240	64 professional advisors to be distributed proportionately to each college.
Graduate Assistants	\$803,560	37 graduate student assistants who will support advisors and departments.
Total	\$5,677,800	

Personnel Costs	Year 1	Year 2	Year 3	Year 4	Year 5
Source	EdAdv	EdAdv	EdAdv	Grants and Institutional Funds	Grants and Institutional Funds
Professional Advisors	\$4,847,240	\$4,874,240	\$4,874,240	\$5,020,467	\$5,171,081
Graduate Assistants	\$803,560	\$803,560	\$803,560	\$803,560	\$803,560
Total	\$5,677,800	\$5,677,800	\$5,677,800	\$5,824,027	\$5,974,641

9. Reviews and Reporting

Meetings for the purpose of discussing and making decisions on initiative sustainability will be held once per month during the first year.

The Director shall provide a monthly progress report on sustainability actions. Additionally, the Director shall provide a full review and update of the impact analysis after the end of each semester.

The list of completed objectives for risk management is provided as the Appendix within this plan.

10. Impact Analysis

The impact analysis for this initiative is an integral part of this sustainability plan. It will be provided within 60 days of the end of each semester after plan implementation.

APPENDIX

Centralized Academic Advising: Tactics for Risk Management

Vision

- A. The initiative's leaders have developed a clear vision for their work
- B. The initiative's leaders have developed a process to determine what is to be sustained, and by whom
- C. The initiative's leaders have decided what they want to sustain (for example, a formal entity, a process, a service, a particular practice, a method of operation)
- D. The initiative's leaders have analyzed and can articulate how the initiative fits (or would like to fit) within the larger University community
- E. The initiative's leaders have analyzed and can articulate how the initiative complements, yet is distinguishable from, other student advising initiatives

Results Orientation

- A. The initiative's leaders can demonstrate how the initiative will directly improve academic advising for University students (freshmen and sophomores)
- B. The initiative's leaders have identified and will use indicators and performance measures to track the performance of their own work
- C. The initiative will use indicators and performance measures to plan its work and budget its resources
- D. The initiative's leaders will examine data on these measures (including input from students via student surveys) to determine further improvement of academic advising
- E. The initiative's leaders will use this input and modify delivery of academic advising services as necessary
- F. The initiative's staff will collaborate with University departments to determine other improvements to centralized academic advising

Strategic Priorities

- A. The initiative's leaders can demonstrate how the centralized advising framework aligns with the University's strategic priorities, such as:
 - **Strategic Priority 1:** Invest in evidence-based initiatives to enhance undergraduate student success and experience.
 - i. The Centralized Advising Framework aligns with Strategic Priority 1.2, which calls for the planning, implementation, and monitoring of predictive analytics initiatives, placing key student success tools in the hands of students, faculty, and staff.
 - **Strategic Priority 2:** Implement signature operational initiatives to advance institutional efficiency and effectiveness.

- i. The Centralized Academic Advising Framework aligns with Strategic Priority 2.1, which calls for the enhancement of operations through policy awareness, streamlined efficiencies, customer service initiatives and upskilling of employees to provide positive experiences for all.
- B. The initiative's leaders have developed an action plan for the implementation of the centralized advising framework that aligns with the aforementioned strategic priorities.
- C. The initiative's leaders have developed an action plan for the execution of Strategic Priority 1 as follows:
 - Identifying search committees to commence the recruitment and hiring process of the centralized advising workforce.
 - Recruiting and hiring centralized academic advising director, professional advisors, graduate student advisors.
 - Developing training materials that incorporate a student-centered, student success approach (appreciative advising).
 - Assigning professional advisors and graduate student advisors, per college enrollment.
 - Monitoring and assessing key performance indicators based on student success outcomes (persistence, retention, and 4-year graduation rates).
- D. The initiative's leaders have developed an action plan for the execution of Strategic Priority 2 as follows:
 - Training newly hired workforce on systems, advising models, key performance indicators, predictive analytics, and University policies and procedures.
 - Employing outreach campaigns with students throughout designated points in the semester (University-wide effort across all colleges).
 - Facilitating monthly workshops focused on student success by collaborating with campus partners and key stakeholders.
 - Monitoring student academic progress, addressing academic-related concerns, and ensuring students are meeting Satisfactory Academic Progress (SAP) and time-to-degree completion goals.
 - Assigning professional advisors and graduate student advisors based on college enrollment to streamline the distribution of student caseloads.

Strategic Financing Orientation

- A. The initiative's leaders have identified the required funding amount to sustain their work
- B. The initiative's leaders will identify the types of financial resources necessary for long-term sustainability of centralized academic advising, such as:
 - public funds from state and federal budgets;
 - grant funding;
 - funds from private donors (individuals and corporate funds)
- C. The initiative's leaders have identified and are pursuing ways to ensure the most efficient use of existing funds (for example, gaining economies of scale)
- D. The initiative's leaders have identified and are pursuing ways to support the redirection or reallocation of funds (for example, using funds freed up through improved outcomes)
- E. The initiative's leaders have identified and are pursuing ways to increase the flexibility of existing funding streams (for example, through pooling funds across agency and program lines or improving coordination of existing funding streams)

Broad-Based University Support

- A. The initiative has a plan to establish a desired identity and reputation within the University and nationwide
- B. The initiative's leaders will involve student, faculty, and staff in their work to improve service design and delivery and to build ownership and support
- C. The initiative's leaders will recognize and reward staff who are instrumental in assisting to achieve sustainability
- D. The initiative's leaders and stakeholders understand and communicate the work's value for NCA&T students
- E. The initiative's leaders will collect quantitative and qualitative data to show the value of their work for students
- F. The initiative's leaders will package the data in user-friendly formats and communicate regularly to the University, key stakeholders, media, potential funders, and others

Key Stakeholders

- A. The initiative's leaders have identified key senior decision makers within the University and external community who can influence its sustainability
- B. The initiative's leaders have designed and implemented a plan for tailored outreach to these key decision makers (including appropriate messengers and messages)
- C. The initiative's leaders have also developed other, less labor-intensive ways to contact and keep other potential champions informed (for example, sending them newsletters, inviting them to initiative events)
- D. The initiative's leaders use a variety of strategies to encourage parent champions, such as strongly involving parents in its work
- E. The initiative's leaders have and use a variety of strategies to encourage peer community champions, such as collaborating with other organizations (for example, public and nonprofit service providers) in service planning, delivery, and financing

Adaptability to Changing Conditions

- A. The initiative's leaders will monitor changes in the policy and program environment to determine how centralized academic advising could fit with new directives and agendas
- B. The initiative's leaders will consider how its work could be framed or positioned to interest different funders and to take advantage of new financing opportunities
- C. The initiative's leaders will remain adaptable to attract new funders, while maintaining the advising of the students as the top priority
- D. The initiative's leaders will identify opportunities to participate in efforts to improve the overall policy and program environment (for example, standing advisory groups)

E. The initiative's leaders will participate in decision-making processes about changes in policy and practice

F. The initiative's leaders will determine how to improve their ability to participate in these efforts (for example, by establishing their credibility as technical experts, community representatives, or controllers of resources), and have followed through to increase the likelihood of being able to participate

Strong Internal Systems

A. The initiative will have a well-defined team of staff, advisory or governance group members, and others that it needs to accomplish its mission

B. The initiative's leaders and others understand and accept their roles and responsibilities

C. The initiative will have strong fiscal processes that allow leaders to stay informed on its current financial status and to be alerted to emerging financing concerns

D. The Division of Business and Finance and the Provost's Office will develop and review projections for short- and long-term revenues and expenses

E. The Division of Business and Finance and the Provost's Office will develop financing strategies to meet those needs and change financial strategies as needed

F. The initiative has strong internal systems (for example, accounting, auditing, management information, procurement, personnel) to maintain quality control over its work

G. The initiative has strong communication processes to ensure that all partners will stay informed

Marketing and Communications

A. The initiative's leaders have clear and defined marketing/communications goals for what they want to accomplish

B. The initiative's leaders have created a clear and concise message that supports the vision

C. The initiative's leaders understand how to use marketing to share centralized academic advising details with the students and to attract new funders and partners

D. The initiative's leaders have a process to reassess and adjust their marketing and communications plan periodically based on tracking and feedback

E. The initiative's leaders will provide training to its staff on message unification to further merge the program message into broader University awareness

Sustainability Plan

A. The initiative's leaders have a long-term plan for what they want to accomplish

B. The initiative's leaders have identified challenges or obstacles to sustaining the initiative, including potential conflicts with alternative initiatives or agendas

C. The initiative's leaders have developed strategies to garner needed resources

E. The initiative's leaders have a process to reassess and adjust their plan periodically

F. The initiative's leaders and senior leadership seek and acquire funding to sustain the program in out-years by mid-quarter of Year 3.



**NORTH CAROLINA AGRICULTURAL
AND TECHNICAL STATE UNIVERSITY**

STRATEGIC PRIORITIES 2022-2023

The following focused priorities for 2022-23 reflect North Carolina A&T's goal to perform and be recognized at the highest level of doctoral research universities. As we pursue new levels of competitiveness and impact, we continue to drive toward meeting **A&T PREEMINENCE 2023** key performance indicators (KPIs) for student success, while also advancing the research enterprise and institutional efficiency and effectiveness through operational improvements. Diversity, equity, inclusion and belonging (DEIB) are integrated throughout the priorities.



1 Invest in evidence-based initiatives to enhance undergraduate and graduate student success and experience.

- 1.1 Develop and implement degree programs, minors and certificates based on market research, industry demand and strategic partnerships.
- 1.2 Plan, implement and monitor predictive analytics initiatives, placing key student success tools in the hands of students, faculty and staff.
- 1.3 Attract new endowed student scholarships and fellowships to foster student success.
- 1.4 Facilitate Quality Enhancement Plan (QEP) to support student success in general education mathematics.
- 1.5 Implement an impactful and inclusive recruitment and student success plan for under-represented students (e.g., Black male students, rural, etc.).



2 Support research competitiveness at the highest level.

- 2.1 Assess and evaluate instrumentation, laboratory space, and infrastructure critical to success of the research mission.
- 2.2 Enhance visibility of research, dissemination and creative scholarship.
- 2.3 Optimize workload policies and practices to advance faculty teaching, research and scholarship.



3 Implement signature operational initiatives to advance institutional efficiency and effectiveness.

- 3.1 Strengthen shared governance practices.
- 3.2 Enhance operations through policy awareness, streamlined efficiencies, customer service initiatives and upskilling of employees to provide positive experiences for all.
- 3.3 Develop an evidence-based plan for recruitment, retention, and total rewards to facilitate highly talented, culturally responsive and future-forward faculty and staff.
- 3.4 Strengthen and leverage information technology and cybersecurity infrastructure.
- 3.5 Enhance workplace culture by equipping, encouraging and empowering managers to maximize available resources and human capital toward strategic goals.