Hybrid tutorials and targeted follow-up as key elements of a student advice system that is realistic about faculty workload

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Abstract
Providing quality student advice is a considerable challenge, especially with large student cohorts and workload pressures. In this paper we evaluate our student advice system which included asynchronous content in a learning management system, hybrid group tutorials, and targeted individual follow-up support. The academic advice system was developed with two goals. (1) Deliver accessible and high-quality academic support for students at various stages in their academic careers and (2) provide sustainable practices for faculty with various levels of academic tutoring experience. Efficacy of the academic advice system was evaluated through content analysis of student survey responses and satisfaction ratings. Results included 91% positive statements and high mean satisfaction ratings. Additionally, faculty exhibited unanimous commitment to the process. The process may serve as an efficacious example of an academic advice system that suits workload, increases satisfaction, and improves access, all of which may contribute to retention of students and faculty.

Keywords
Student support; academic tutoring; advising.

Introduction

Various approaches to academic advising, such as prescriptive and developmental advising were defined (Crookston, 1972) and assessed for decades (Alvarado and Olson, 2020). Evidence suggests that alignment of the adviser or tutor's approach and student preferences result in greater student satisfaction (Hale, Graham and Johnson, 2009). However, faculty assigned to academic advising may have little training to support development of an advising approach (Ryan, 1995; Swanson, 2006; Vespia et al., 2018) or receive guidance on how to feasibly and efficiently implement the approach. Even with training, faculty find it difficult to carve out time for developmental advising meetings with each student. For example, if a faculty member was responsible for academic advising for 50 students, with the expectation that each meeting lasted approximately 30 minutes, there would be a significant impact on productivity in other roles and responsibilities. This was especially true in traditionally busy times of the semester including enrollment, registration, and graduation. This scenario did not include the confounding factor of schedule availability alignment. Additionally, faculty responsible for academic advising may have priorities in the areas of research, teaching, or service that take priority for the successful achievement of tenure and promotion. Effective academic advising practices that support the success and retention of both students and faculty may contribute to institutions of higher education more effectively delivering on their mission. The academic advising system outlined in this paper provided consideration for positive student satisfaction and accessibility to crucial academic advising content and relationships while also affording efficient practices for faculty.

Conceptual Framework

There are several theoretical perspectives that discuss contributing variables to student success in higher education. Vincent Tinto's foundational framework is one of the most commonly cited perspectives that

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provides insight into how to best support student success. Tinto states, '…the higher the degree of integration of the individual into the college systems, the greater will be his commitment to the specific institution and to the goal of college completion' (1975, p.96). The academic and social variables noted by Tinto are addressed in the academic advising system as faculty balance providing information, addressing unique needs of students, and incorporating opportunities for connection. Wilcox (2017) discussed a learning-centered approach by using a balance of 'push' and 'pull' for advising. Faculty provide content ('push' information to students) but then facilitate a space for connection and meaningful dialogue ('pull' the student in) with faculty and other students. This finding was affirmed by the National Postsecondary Education Cooperative (NPEC) who provided a model for student success and noted that student engagement was the most significant variable for student success (Kuh et al., 2006). They noted several variables such as interaction between students and faculty, transparent communication, and affirming environments, as contributing variables to student engagement (2006). The academic advising system is a crucial component to the success of students.

Academic Advising System

Given the challenges faculty advisers face, our academic department developed an academic advising system that supported student satisfaction as well as faculty training and productivity. Steele (2018) emphasized the importance of systematically integrating technology to ensure a high-quality advising experience. The result was a three step system that leveraged the campus learning management system (LMS), hybrid group meetings, and targeted follow-up to deliver efficient and effective prescriptive and developmental advising. Figure 1 highlights the three steps in the academic advising system. The first step included asynchronous prescriptive content in the university LMS in the form of videos, presentations, assignments, text, links, and announcements. The asynchronous content was available to students for the duration of their degree completion. The second step included synchronous hybrid meetings with all faculty assigned to academic advising. Students received a brief tutorial outlining the content in the LMS, then spent most of the time engaged in developmental advising with faculty and peers. The last step included targeted follow-up where the faculty adviser connected with their assigned students as needed.

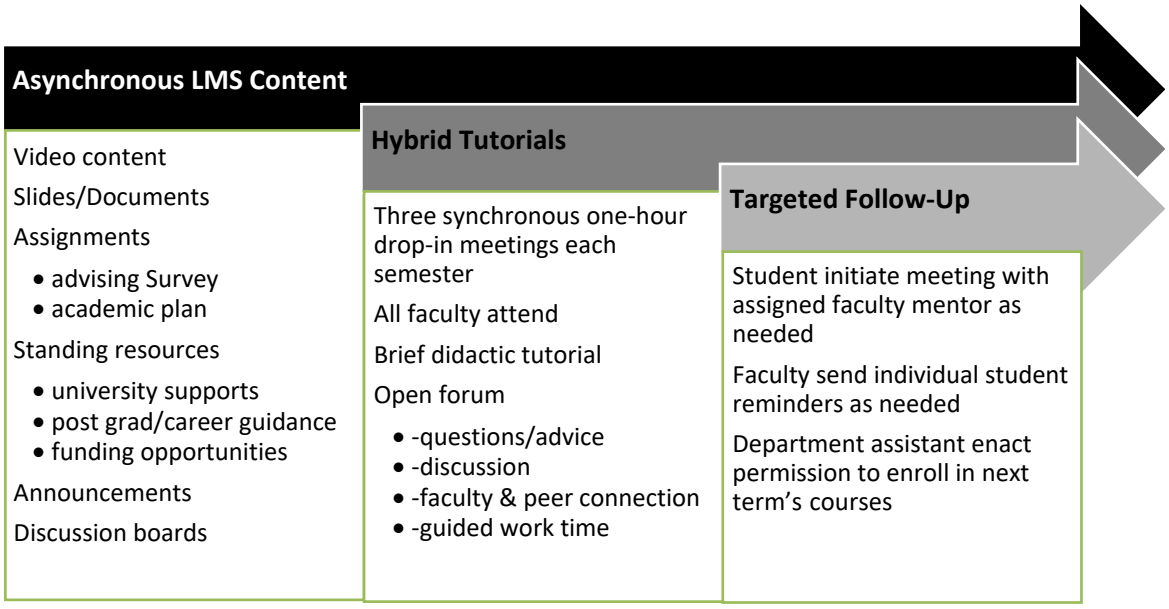

Figure 1. Academic Advising System.

Rationale for Use of LMS Platform

The LMS was selected for the asynchronous content platform for five reasons: familiarity, communication, transparency, accountability, and maintenance:

Familiarity The LMS was familiar to both students and faculty, reducing cognitive load and promoting access. Research investigating online learning suggests that familiarity with a digital interface can help facilitate student learning and faculty teaching (Scutelnicu et al., 2019).

Communication The announcement and notification features of the LMS reduced the need for maintenance of email listservs to communicate and disseminate program information. All students and faculty enrolled in the LMS course were able to see the announcements when regularly logged in, or they could activate notifications that were automatically sent to their university email or mobile device. Just because email communication is ubiquitous does not mean it is always the preference (Leonard; 2008; Taylor et al., 2011). The options provided by using the LMS, facilitated choice for both faculty and student communication, and helped bridge traditional procedural processes with student expectations (Leonard, 2008).

Transparency. The ongoing LMS course served as an archive of evidence of academic advising for accreditation and onboarding/training. University and professional program accrediting bodies require institutions or programs to provide evidence of regular and appropriate advising suited to students' needs (Council on Academic Accreditation in Audiology and Speech-Language Pathology, 2023; Higher Learning Commission, 2023). Additionally, just as students utilized the LMS course to learn about the various aspects of the program, new faculty advisers were able to review the materials as needed to support their learning. The LMS course was populated with prescriptive advising content that addressed the majority of student questions/needs and promoted consistency and transparency in messaging.

Accountability Similarly, students took responsibility for their role in advising and accessing information 'on-demand'. No longer was access to advising content bound to a specific person or moment in time. Lo (2010) found that students reported high satisfaction when expectations for learning were shared between faculty and students. Further, students became actively engaged in the advising system making them active, not passive participants with receiving information and constructing their academic plans (Steele, 2018).

Maintenance The LMS course was easily edited and updated as needed. Faculty advisers were more responsive with managing individual student needs and unique academic and career questions with regular updates (Leonard, 2008).

Asynchronous LMS Content

The academic advising system included online asynchronous content housed in an ongoing LMS course that was independent of academic term course enrollment. Students accessed the advising course as long as they had access to their university email. The program controlled enrollment in the advising course and added or removed students based on program entry or graduation. Four unique content modules were developed:

Module 1. The first module contained the semester specific prescriptive advising content. An overview of the academic advising system and timeline opened the module, followed by

presentation slides and associated videos. Pre-recorded videos, 15 minutes or less, discussed topics such as curriculum updates, opportunities (i.e. research, travel study, events, volunteerism), degree completion requirements, typical semester course enrollment based on credits completed, development or revision of the academic plan, and graduate application and admission process. The end of the module housed descriptions of two advising assignments that students completed to gain permission for enrolling in the next semester/term courses. Utilizing the instructional videos and sample academic plan templates as scaffolds, students submitted an academic plan that mapped out the courses and credits from entry to degree completion to satisfy all degree requirements. The second item included a survey link that took students out of the LMS to an anonymous department approved advising survey.

Module 2. The second module centered around supportive resources and remained static in the advising course. Examples of prescriptive content included 'how to' videos and links for university software platforms for course enrollment, degree completion, and student records. Text and links were provided highlighting supplemental academic options (i.e., minors, certificates, double majors, dual degrees). Examples of developmental content included post graduation planning and an interactive discussion board. Employment, continuing education, and career options were broken down across settings and educational requirements (GED, AA, technical degree, BS, MS, PhD). The discussion board allowed anyone in the advising course to share relevant internal or external opportunities and ask questions to faculty advisers or peers in the course.

Module 3. The third module contained general program information. Of particular note was the inclusion of department directory and complete listing of office hours. This additional piece of information facilitated access to faculty and staff even when students were not enrolled in their courses during a particular semester or term. While this module was always available to students, the faculty/staff directory was updated as needed each semester.

Module 4. The fourth module housed information on campus policies, services, and resources. The content in this module served to support students and faculty in having shared access and messaging for campus resources when students disclosed various needs such as the tutoring center, mental health services, library, food pantry, and emergency funding. Additionally, policies and practices such as the campus inclusivity statement, bias reporting, and grievance procedures were all linked here to reiterate the importance of campus climate and reporting procedures.

Hybrid Tutorials

The department hosted several drop-in hybrid tutorial sessions scheduled and communicated to students several weeks in advance of the posted meeting times. Updated content in the LMS course was published for student review at least one week in advance of the first hybrid meeting of the term. For the purpose of this study, hybrid was defined as providing a synchronous video meeting and an in-person classroom meeting concurrently as options for student attendance. Faculty emphasized that these drop-in meetings were meant to support students. Students had autonomy to attend, ask and discuss what they needed at the moment, complete academic advising assignments/tasks, connect with all of the faculty, and converse with their peers. These group drop-in hybrid sessions specifically capitalized on the collective knowledge of the faculty advisers as well as facilitated peer to peer connections. This provided a space for more specialized faculty onboarding regarding complex advising questions/scenarios and application of institutional knowledge. While one individual may not have the answer, the collective were able to facilitate a more effective response. This element of the process supports the essential advising function of providing students with accurate information during the advising process (Smith & Allen, 2006). Faculty

also found it more manageable to schedule two to four one-hour meetings in a term compared to individual advising meetings with each student each term. Students were able to develop a sense of community through the process of seeking and providing advice between peers. Opportunities to develop relationships with peers and faculty advisers supports students' sense of belonging (Roberts & Styron, 2010; Strayhorn, 2018), which may support retention and degree completion.

Targeted Follow-Up

The final step in the academic advising system included targeted follow-up with individual students as needed. This step focused on the small number of students who had lingering needs after the first two steps in the process. The program contacted students through the LMS system to remind them of missing advising assignments. Individual students could also connect with their individual assigned faculty adviser . This final step allowed faculty to respond to unique advising needs that arose with a smaller number of students and once again facilitated the student's onus in the advising process.

Method

Participants

Ethics procedures were followed and the standards governing research involving human participants in the United States were met. Participants included faculty, undergraduate, and graduate students at a public university in the United States. All students pursued degrees in the field of speech language pathology or audiology. The undergraduate student cohort typically included 50-60 students in the last two years of their degree program. The graduate cohort consisted of roughly 30 students, half in their first year of the two year graduate program and half in the second year. All members of the academic department (n=7) participated to some degree in the advising system. The advising system was delivered by four tenured/tenure-track faculty. Two non-tenure track instructors participated in the advising system by supplying relevant content for the hybrid tutorials as well as engaging in the annual debrief. One non-tenure track administrative assistant provided logistical support for the advising system.

Measures

Efficacy of the academic advising system was evaluated utilizing secondary data in the form of the academic department approved advising survey. It is important to note that the academic advising survey along with the academic advising system were developed and implemented during the COVID-19 pandemic (2020). The survey, administered to students every semester after the updated LMS content was released, was part of routine academic department assessment practices and served as evidence of student advising for faculty promotion and tenure. The academic department specific advising survey was a critical element in assessing efficacy of the academic advising system. The study did not use the university wide survey data collected prior to student matriculation. While it may be more routine to ask students about their overall academic support experience as they exit the university, the university survey did not provide information specific to department academic advising or detailed commentary on how the department faculty supports students at various stages in their program. Collapsing all academic support experiences over the course of a student's degree (whether university, college, or department level) into a single satisfaction score did not provide specificity of what influenced the satisfaction and when. Hence, the same program survey was administered to all students in the department's undergraduate and graduate degrees each semester for a total of six semesters over three years (2020-2023). The number of responses each semester contain a combination of new and continuing students within various points in their academic programs. The survey was available to students for approximately one month starting as soon as the updated asynchronous LMS content was released and closed two weeks after the start of course enrollment. Students were encouraged to complete the survey after attending a drop-in hybrid tutorial.The survey was required for undergraduate students to be granted access to enroll

in the next term's courses. Undergraduate students who did not need to enroll in additional courses (matriculating at the end of the term or changing their academic degree) were not required to complete the survey, rather highly encouraged. Survey completion was voluntary for the graduate students. Data from the academic advising survey was anonymous. Faculty advisers only had access to de-identified descriptive data and pooled group comments in order to encourage student candor about the academic advising system. Due to anonymity, quasi-repeated measures, and quasi-voluntary nature of the survey responses, it was not possible to conduct a pre/post comparison of the academic advising system.

Student Comments as a Measure of Efficacy

The advising survey included a text box with the open-ended statement, 'Provide any additional feedback or improvements you would like to see regarding your advising experience in the department'. This question was included to capture both positive feedback and areas of continued improvement. The undergraduate students who responded to this open-ended question included a total of 162 responses across the six semesters (fall 2020 to spring 2023) that the current advising process was implemented ('not applicable' or 'N/A' responses removed). The graduate students included a total of 72 responses ('not applicable' or 'N/A' responses removed) across the same six semesters and three additional summer sessions (summer 2021, summer 2022, and summer 2023). It should be noted that there are no advising sessions for undergraduate students during the summer semesters. Data were analyzed in a two-step procedure via content analysis. Content analysis is a step-by-step process used to systematically identify patterns within specific contexts for greater understanding (Zhang and Wildemuth, 2009). Creswell (2009) provides a logical framework for inductive analysis of information from participants and shows how open-ended information is useful to derive conclusions and generalizations in alignment with previous research. For the first round of analysis, each set of responses was coded separately via an inductive approach as codes were assigned after reading responses. Inductive coding, compared to deductive coding, was selected for analysis of the qualitative comments as the researchers did not feel that using predetermined themes or codes would allow for authenticity of student responses to be highlighted. Rather, the researchers allowed the data to determine the unique codes via inductive coding procedures. It was evident after the first round of analysis that there were a significant number of responses that were coded as 'Advising sessions are helpful/informative'. To extract greater specificity in coded responses, a second round of content analysis with inductive coding was used to explore only the statements that were initially coded as 'Advising sessions are helpful/informative'. Frequencies of the codes were reported.

Student Satisfaction as a Measure of Efficacy

With a growing emphasis on student satisfaction and retention within higher education (Munteanu et al., 2010), the current study included satisfaction as a measure of academic advising efficacy in addition to content analysis of student responses. Lo defined student satisfaction as, '...the subjective perceptions, on students' part, of how well a learning environment supports academic success' (2010, p.48). The 2021 National Student Satisfaction Report reported, 'Satisfaction surveying is the best way to assess how students value their experience'. Student satisfaction and engagement are key variables for retention and the advising process contributes significantly to the overall experience in higher education (Kuh et al., 2006; Ruffalo Noel Levitz, 2021). Roberts and Styron (2010) said, 'Perhaps the most crucial aspect of a student's interaction and engagement with an instructor of higher learning is the relationship with his/her advisor' (p.3). Research suggests that positive student/faculty interactions/mentorship and supportive and intentional advising practices contribute to the broader goal of student retention (Drake, 2011; NACADA, 2023; Roberts and Styron, 2010).

Students rated their overall satisfaction with the advising experience each semester using a five-point Likert scale. Likert items were rated on a five-point scale ranging from 1 (very dissatisfied) to 5 (very

satisfied). Means, standard deviations, medians, and modes were calculated for undergraduate and graduate students. The undergraduate students included a total of 319 responses across the six semesters (fall 2020 to spring 2023) that the current advising system was implemented. The graduate students included a total of 158 responses across the same six semesters and three additional summer terms (summer 2021, summer 2022, and summer 2023).

Faculty Pre-Brief and Debrief as a Measure of Efficacy

Informal measures of faculty satisfaction and support were derived from advising pre-brief and debrief conversations during academic department meetings. At least two pre-brief and two debrief conversations took place each academic year. The meetings included all faculty advisers (n=4), staff (n=2), and the department assistant (n=1). Deidentified survey data was reviewed during debrief meetings to ensure faculty opinions and student voices were considered. Discussions centered around content development, process, assessment, and improvement.

Results

Student comments ranged from one to over 100 words per response. After removing "N/A" or "not applicable" responses, a total of 234 responses across undergraduate and graduate cohorts during 2020 to 2023 were analyzed. Unique codes and examples are summarized in Table 1.

Table 1. Overview of Qualitative Student Responses.

Unique Codes (*N* = 234)	Example	Percentage / *n*
Advising sessions are helpful/informative	'The advising meeting was very informative!' Summer 2021 Graduate	69; *n* = 162
Appreciate faculty/staff support	'The professors are all very helpful and it is evident that they care about the students well-being.' Spring 2022 Undergraduate	15; *n* = 34
Appreciate program/process overall	'I really enjoyed the personal advice and guidance I received from the advisors. These advising sessions have contributed to the success I have had in scheduling my courses.' Fall 2022 Undergraduate	7; *n* = 16
Continued unanswered questions	'More advice for non-traditional students.' Spring 2021 Undergraduate	4; *n* = 9
Suggestion for process or added content	'It would be nice to hear from a second year graduate student to hear more about how their first year went and what tips and tricks or advice they have." Summer 2023 Graduate	3; *n* = 8
Preference for different format	"I would like to have had one-on-one sessions with my advisor in place of group advising, or in addition to group advising." Fall 2020 Undergraduate	2; *n* = 5

Upon initial review of the content analysis results, it was evident that students felt that advising sessions were helpful and informative (69% of total responses). Therefore, the responses that fell into the "Advising sessions are helpful/informative" unique code, were analyzed further for greater specificity of data analysis. Unique codes and examples are summarized in Table 2.

Table 2. Helpful/Informative Responses.

Unique Codes (*N* = 162)	Example	Percentage / *n*
Appreciate ability to ask questions/hear others' questions	'I absolutely loved the Q&A sessions that were available. I thought those were extremely informational and extremely helpful.' Spring 2023 Undergraduate	26; *n* = 42
Appreciate online content (LMS, slides, videos) provided in advance of meeting	'I love having the videos to go through and the meeting to go over questions...' Fall 2021 Graduate	23; *n* = 38
Organized/transparent expectations	'The advising sessions helped me stay up to date and were clear and thorough. Thanks so much!' Spring 2022 Graduate	18; *n* = 29
Advising sessions are helpful/informative	'The advising meeting was very informative!' Summer 2021 Graduate	18; *n* = 29
General appreciation of ComDis advising	'It was great, got a lot of useful information.' Summer 2023 Graduate	15; *n* = 24

Results revealed high student satisfaction ratings of their program advising experience each semester. Table 3. provides the specific data for each group of students (undergraduate or graduate) each semester (fall, spring, and summer) across three academic years. All satisfaction means were greater than 4.0 using a five-point Likert scale with standard deviations less than 1. All medians and modes were 5.0 (very satisfied), except for the 2021-2022 spring graduate survey which had a median and mode of 4.0 (satisfied).

Table 3. Advising Satisfaction Rating By Semester and Student Status.

Semester	Student Status	2020-2021	2021-2022	2022-2023
Fall	Undergraduate	M=4.46 (0.59) Mdn=5 (51%) N=61	M=4.71 (0.20) Mdn=5 (72%) N=49	M=4.71 (0.50) Mdn= 5 (73%) N=51
	Graduate	4.67 (0.47) Mdn=5 (67%) N=9	4.67 (0.58) Mdn=5 (72%) N=18	4.90 (0.30) Mdn=5 (90%) N=20
Spring	Undergraduate	4.48 (0.64) Mdn=5 (56%) N=52	4.60 (0.65) Mdn=5 (68%) N=57	4.57 (0.61) Mdn=5 (63%) N=49
	Graduate	M=4.68 (0.47) Mdn=5 (68%) N=22	M=4.48 (0.50) Mdn=4 (52%) N=25	M=4.86 (0.34) Mdn=5 (86%) N=22
Summer	Graduate	M=4.80 (0.40) Mdn=5 (80%) N=15	M=4.58 (0.64) Mdn=5 (67%) N=12	M=4.80 (0.40) Mdn=5 (80%) N=15

Note: Likert items were rated on a five-point scale ranging from 1 (very dissatisfied) to 5 (very satisfied). Standard deviations are presented in parentheses after the mean. Percentage in parentheses after Mdn represents the proportion of responses at the median rating. N values represent a number of unique student responses within a semester, but not necessarily across semesters.

Faculty (n=4) and the department assistant, through conversations and actions, continued to support the use and refinement of the advising process since the fall of 2020. Each semester the advising pre-brief mainly focused on updates to asynchronous content and delegating tasks. All of the hybrid tutorials for the academic term were scheduled with attention to faculty and student schedules. The debrief conversations centered on the sharing and discussion of small changes based on the advising survey data or faculty experiences. None of the faculty advisers entertained the idea of discontinuing the advising process and have engaged in sharing the efficacy of the advising process with other programs across campus.

Discussion

Positive Findings

Data supports positive perceptions of the outlined academic advising system from the undergraduate and graduate students' perspectives as well as the faculty. The overall mean satisfaction score across six semesters was 4.6 (five-point Likert scale; 1= very dissatisfied to 5 = very satisfied). The satisfaction response score was congruent with the positive open-ended free-text responses (91% of total responses). The overall satisfactory feedback for advising was consistent with other studies focused on various advising models and strategies (Amini et al., 2018; Guidry, 2012; Volino et al., 2015).

Comprehensive process

For the described academic advising system, students not only voiced an appreciation of the entire advising process in their free-text comments, but also reported high program advising satisfaction each semester. The advising process incorporated elements of the prescriptive and developmental approaches

which afforded the opportunity to tailor the necessary approach for students at various stages of degree completion. First year students entering program advising may be in most need of prescriptive advising (Smith, 2002), while students closer to matriculation may seek developmental advising (Broadbridge, 1996) and may be more likely to engage with advisers regarding mentorship and career readiness.

Students found the hybrid tutorials just as beneficial as being able to work through the asynchronous LMS content (e.g., pre-recorded videos, links, and slides) prior to the drop-in hybrid sessions (26% and 23% respectively). The data in Table 2. suggests that students appreciate the entire advising process as opposed to just one component. The appreciation of having "on demand" materials was noted in a study by Amini and colleagues (2018) who provided an advising document that facilitated self-reflection, demonstrated engagement with program support personnel, and identified plans for the future prior to advising sessions and resulted in students' indicating that the advising session was more productive as a result of completing the advising document in advance (94% of respondents). By facilitating both the asynchronous content and hybrid tutorials, students were empowered to use the systems and support they felt they needed to be successful. These options helped to develop self-regulated learning and autonomy.

As noted in the initial content analysis of the free-text responses (Table 1.), students reported appreciation for the faculty and staff in the department (15% of overall responses). Selected comments included, 'The professors are all very helpful and it is evident that they care about the students' well-being' and 'I love hearing the advice that the advisers have to offer and you can tell they are all really passionate about our department'. This finding once again emphasized the significance of the entire advising process as opposed to just one distinct component. The importance of relationships and mentorship was noted in a study from Volino and colleagues (2015) who reported that one critical element of their advising process, the *Meet-and-Greet* sessions, were rated as valuable from both student and faculty perspectives (85% and 100% respectively) as they facilitated the initial interaction between student and adviser. Other studies suggested using video conferencing software to connect and build rapport with students (Wang and Houdyshell, 2021) or integrated a 'flipped advising' format that allowed for a more authentic relationship between advisers and students in pursuit of academic and career goals (Amini et al., 2018).

Finally, it is relevant to highlight the unique code of 'Organised/transparent expectations' (Table 2.) as 18% of student responses that initially fell into the 'Helpful/informative' code, specifically noted how the organization of the LMS and concrete, tangible expectations with step-by-step instruction, played a role in the satisfaction with the advising process. Intentionality of advisers was crucial as the LMS looks familiar to students each semester and they don't have to search for needed information. Further, the format of advising system, including asynchronous work and synchronous meetings, follow the same format. According to Leonard, '...advising centers should carefully consider what academic information their students need and should strive to make that information available to them in a format that is easy to access, navigate, and interpret' (2008, p. 294). Facilitating organization and transparent expectations for students helps validate the more prescriptive nature of advising sessions but then after the initial work is complete (i.e. planning for courses, etc.), advisers have the opportunity to shift into developmental advising for deeper discussions on current and post-graduation academic and career plans.

Limitations

While the academic advising system included a variety of evidence-based practices designed to support the needs and choices of diverse students in the undergraduate and graduate degrees, it could not account for all needs. Students may want to bypass the asynchronous LMS content and the hybrid

tutorials and schedule a one-on-one advising meeting, viewing the first two steps as untimely or impersonal. Evidence suggests that the majority of students prefer face-to-face interactions with faculty advisers (Taylor et al., 2011). One strategy to overcome this one-on-one dependence might be to adjust the language surrounding academic advising so as to 'persuade' or coach students towards comfort with a hybrid group tutorial rather than always seeking one-to-one time with faculty. One such nuance may be replacing 'group' advising with 'drop-in' advising to assure students that their individual needs will be met, not lost among the large group.

Students who might find the academic advising system challenging include those who are disengaged with university communication or LMS platforms, unfamiliar with online learning, or entangled in unique bureaucratic journeys in higher education. For example, transfer students often encounter unique barriers to degree completion when they move from one institution or degree program to another. General information provided for the 'typical' student in the LMS course may not suffice. If the transfer student is assigned to an inexperienced faculty adviser, they may be frustrated by the lack of knowledge or accuracy of information that the adviser provides during the targeted follow-up. The targeted follow-up does not capitalize on the collective knowledge of all faculty.

Furthermore the targeted follow-up may be problematic for the faculty and the student when expectations or purpose do not align. The majority of students requested follow-up as a means to seek validation of their academic plan or term enrollment choices, regardless of the resources or templates that were provided for their success in the first two steps of the advising system. In contrast, faculty advisers desired to utilize the follow-up as a means for developmental advising and tailored advice for future career plans that was not addressed in the first two steps of the academic advising system. Upon review of the LMS course modules, the prescriptive content was prioritized in order and quantity. Faculty interested in adopting the academic advising system may consider how the order and quantity of prescriptive content may drive student perception of the purpose. While the LMS course did include career guidance, funding, resources, and opportunities for professional development, it could be highlighted or emphasized more intentionally.

The current study used satisfaction as one outcome measure of the student advising experience. While student satisfaction with the academic advising system may be predictive of student retention and belonging (Soria, 2012), it might not be the most effective measure of student success as a result of the advising system. Faculty interested in adopting the academic advising system may find it helpful to engage in conversation with their colleagues regarding the purpose of the advice system and how they might balance academic support with development of self-determinant qualities among students. Although not available in the current study protocol, usage data for the asynchronous content in the LMS course may provide a measure of student engagement.

Student satisfaction does not account for the faculty experience which is also critical for the health of the institution. The informal anecdotes from the debrief meetings suggest that faculty were satisfied and were committed to continued engagement and improvement of the academic advising system. However, overall faculty satisfaction or buy-in was influenced most by feasibility and efficiency. The academic advising system was 'front loaded' as it required commitment to updating LMS content and identifying dates for the hybrid tutorials. For example, the most experienced faculty adviser led the updates to the LMS system and delegated tasks to those with less experience based on their strengths and skills. All faculty committed to reviewing the LMS content prior to the release to students. Faculty with little to no experience used the LMS course in their first term to engage in self-paced training on the academic advising system. All faculty committed to attending the synchronous hybrid tutorials that were scheduled

at the beginning of the academic year. The department administrative assistant facilitated the logistics of the advising survey and the results were compiled for the debrief meetings by the department chair/head. Because of the efficiencies of the academic advising system, it should be scalable to different size faculty. The current faculty was relatively small, so there were fewer individuals to spread the advising load. Some faculty had over seventy students assigned. If this academic advising system were to be adopted by larger faculty, there would theoretically be more individuals to share the 'load'. This 'scaling-up' would likely require tasks to be delegated to a sub-committee of the larger faculty. However in all cases it is important to have clearly defined roles and responsibilities (in particular for the updates to the LMS content and summarizing outcome measures for debrief). It would continue to be critical to identify shared availability among all those assigned to supporting the academic advising system for the hybrid tutorials with students as well as the debrief at the beginning and end of the academic year. The greatest challenge for a larger faculty would be garnering 'buy-in'. Perhaps the success of this system in a smaller faculty can serve as an evidence base for the conversation.

Conclusion

The program advising process described provides a feasible, accessible, and high quality experience for both students and faculty. The strength of the process likely stems from the variety of evidence-based advising approaches, technology utilization, and teaming that thread throughout the three steps of the process. All three steps seem critical for the efficacy of the process as evidenced by the qualitative comments. While no process is perfect, the advising process described may be a practical example for programs with both students and faculty advisers with various levels of experience in their unique higher education roles.

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