Integrated Advising & Student Support Redesign

Ohio SSLI: September 15, 2017

Achieving the Dream™
Community Colleges Count

Agenda

➢ Overview of Integrated Advising & Student Support (What, Why, How)

- Examples and lessons learned

➢ Alignment with Pathways and Common Challenges

➢ Self-Assessment using CCRC's New Rubric

➢ Next Steps for Planning and Team Composition

- November Ohio Institute

Achieving
the Dream™
Community Colleges Count

63% Of community college students **want support in identifying the academic plan** that best suits their goals and needs

46% Of community college students **do not use** advising or planning services

Achieving
the Dream™
Community Colleges Count

"This institution shows concern for students as individuals."

Student Satisfaction   Importance to Students

52%   27%   79%

"I seldom get the "run-around" when seeking information on this campus."

Student Satisfaction   Importance to Students

53%   25%   78%

Achieving the Dream™
Community Colleges Count

Lessons from the Achieving the Dream Network

➤ Boutique, isolated interventions that are not connected or scaled do not yield strong results.

➤ We must design the full student experience of our institutions—from initial connection through to transition to another higher education institution or a career—to meet the educational, social, and career needs of all our students.

➤ To move the needle on achievement gaps, comprehensive equity-minded design is essential.

➤ Colleges must build capacity in seven essential areas in order to effectively implement whole-college reforms.

TEACHING & LEARNING
ENGAGEMENT & COMMUNICATION
STRATEGY & PLANNING
POLICIES & PRACTICES
LEADERSHIP & VISION
DATA & TECHNOLOGY
EQUITY
Student-Focused Culture

Achieving the Dream™
Community Colleges Count

Integrated Advising & Student Support Redesign

In Theory and Practice
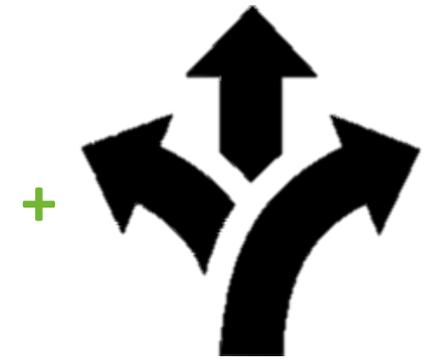
Advising & Student Support Redesign
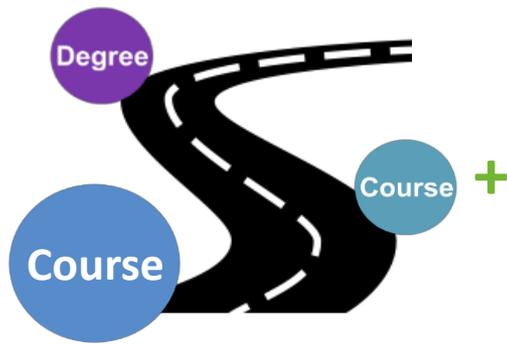
Education, Career, & Financial Planning + **Coaching, Advising, & Counseling** + **Early Alerts & Intervention Targeting** + **Transfer Practices & Labor Market Alignment**

Learn more about the integrated student support approach at: www.achievingthedream.org/iPASS

Achieving the Dream™
Community Colleges Count

Student Supports Redefined

Sustained
Ongoing support rather than an "inoculation" approach.

Strategic
Differentiated services to maximize capacity.

Integrated
Services are an integral part of all students' experiences, and are not viewed as stand-alone interventions.

Proactive
Services are designed to provide students information and services before they request them.

Personalized
Students receive the support they need when they need it, from an individual who knows them well.

Karp, M.M., & Stacey, G.W. (2013). What we know about nonacademic student supports. Research Overview. New York, NY: Community College Research Center, Teachers College, Columbia University.

Achieving
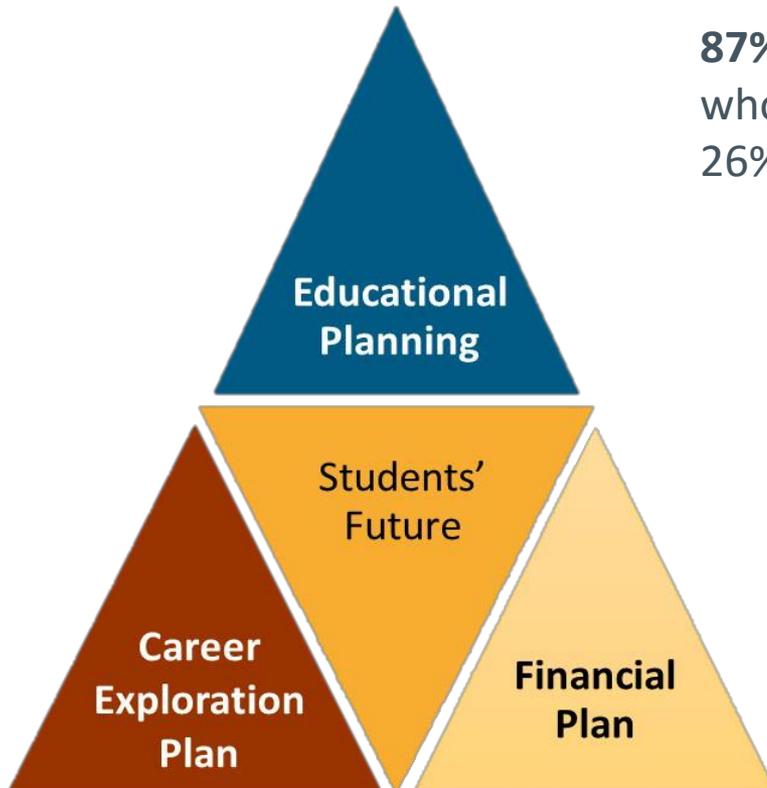the Dream ™
Community Colleges Count

Example 1: Montgomery County Community College

"Every degree-seeking student will create a career, financial, and educational plan."

87% of the Fall '16 cohort
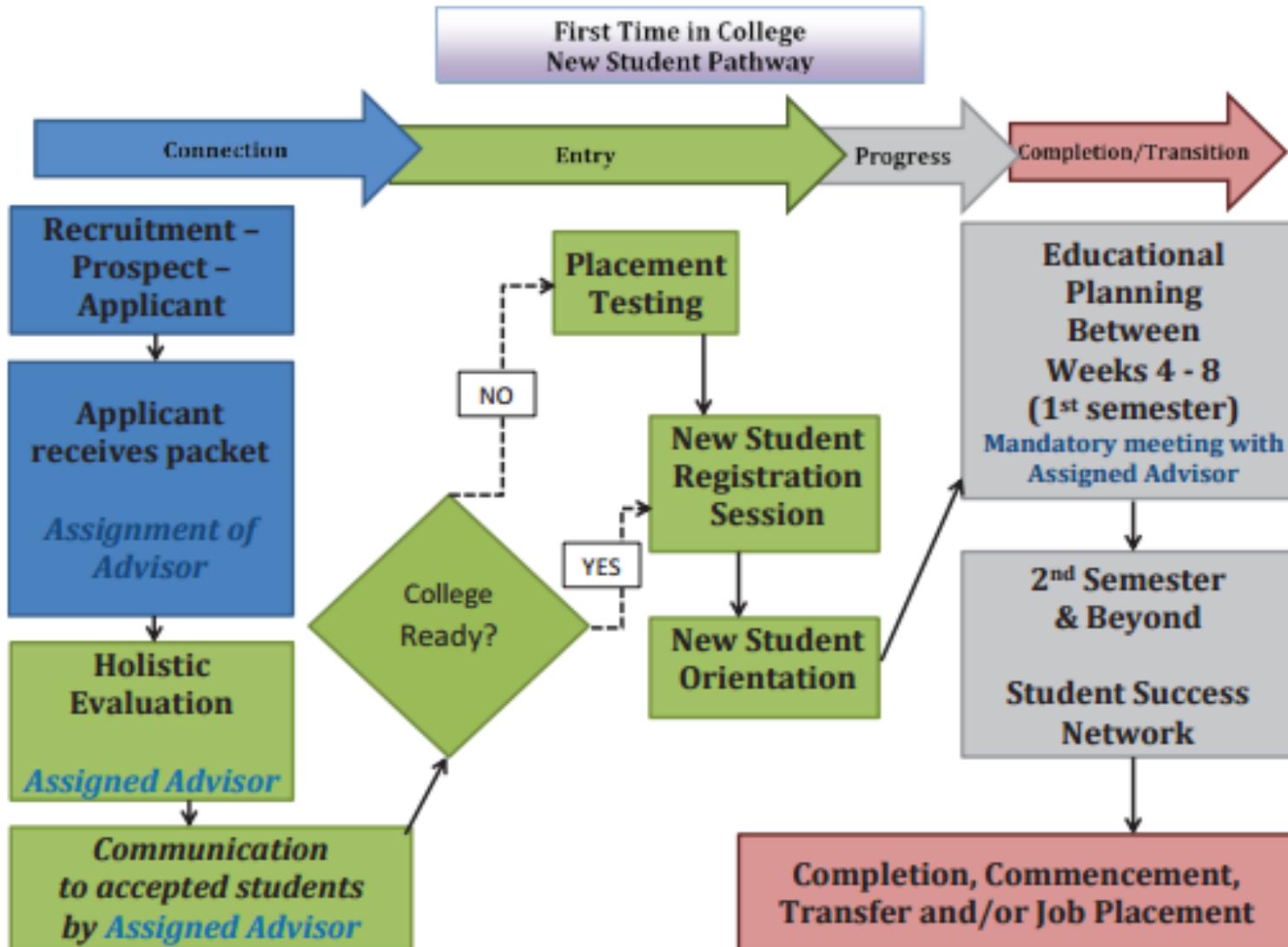who persisted completed *MyCareerPlan* vs. only 26% of non-persisters

1,000 non-iPASS students also completed the *MyCareerPlan*

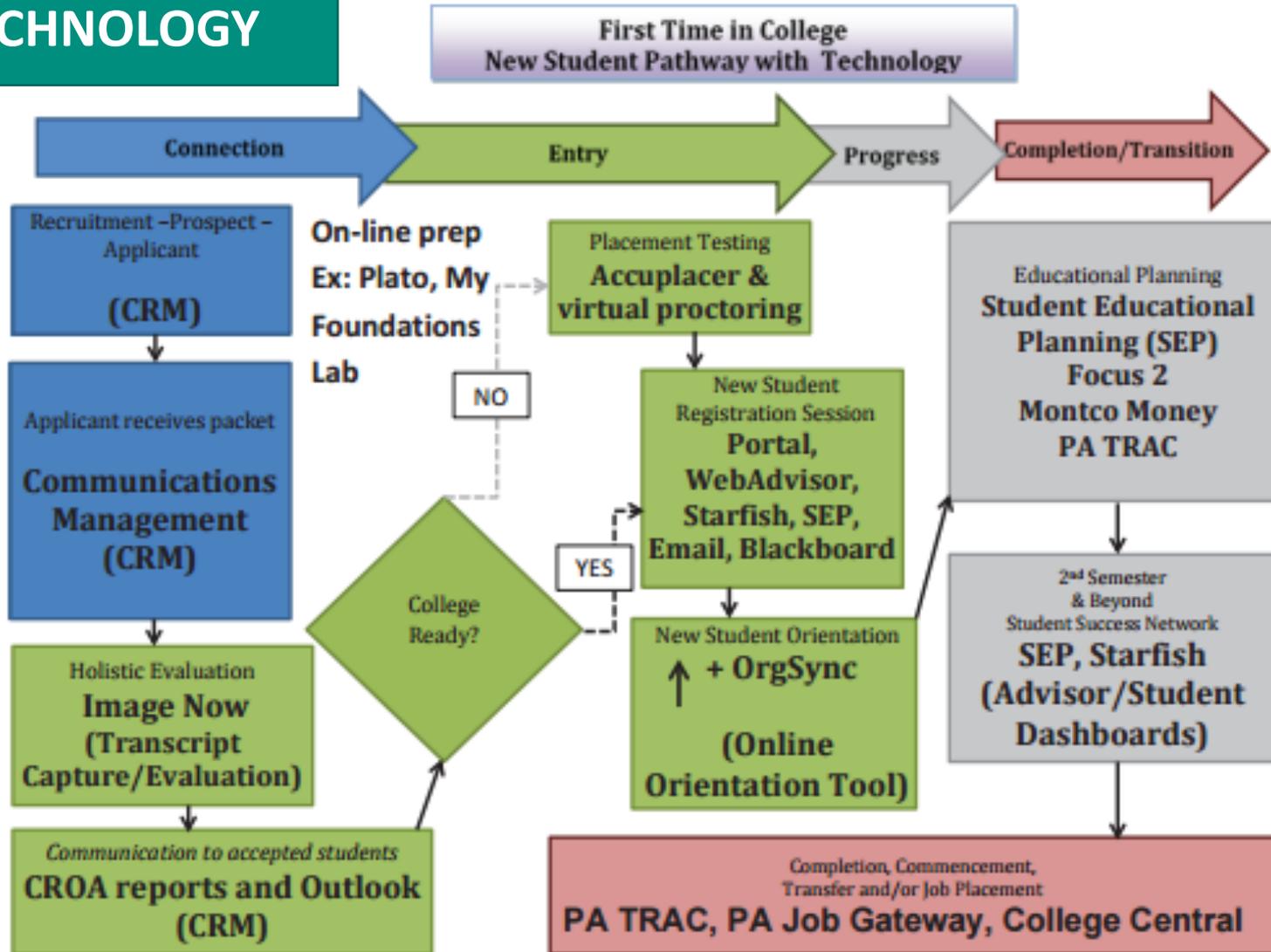Our advisor conversations became more...
- Enriched regarding educational planning
- Accurate to students' long-term goals
- Adaptable to meet individual student needs

Example 1: Montgomery County Community College *(continued...)*

First Time in College
New Student Pathway

Connection → Entry → Progress → Completion/Transition

- Recruitment – Prospect – Applicant
- Applicant receives packet — *Assignment of Advisor*
- Holistic Evaluation — *Assigned Advisor*
- Communication to accepted students by *Assigned Advisor*

College Ready?
- NO → Placement Testing → New Student Registration Session
- YES → New Student Registration Session → New Student Orientation

Educational Planning Between Weeks 4 - 8 (1st semester) — Mandatory meeting with Assigned Advisor

2nd Semester & Beyond — Student Success Network

Completion, Commencement, Transfer and/or Job Placement

Achieving the Dream™
Community Colleges Count

Example 1: Montgomery County Community College *(continued...)*

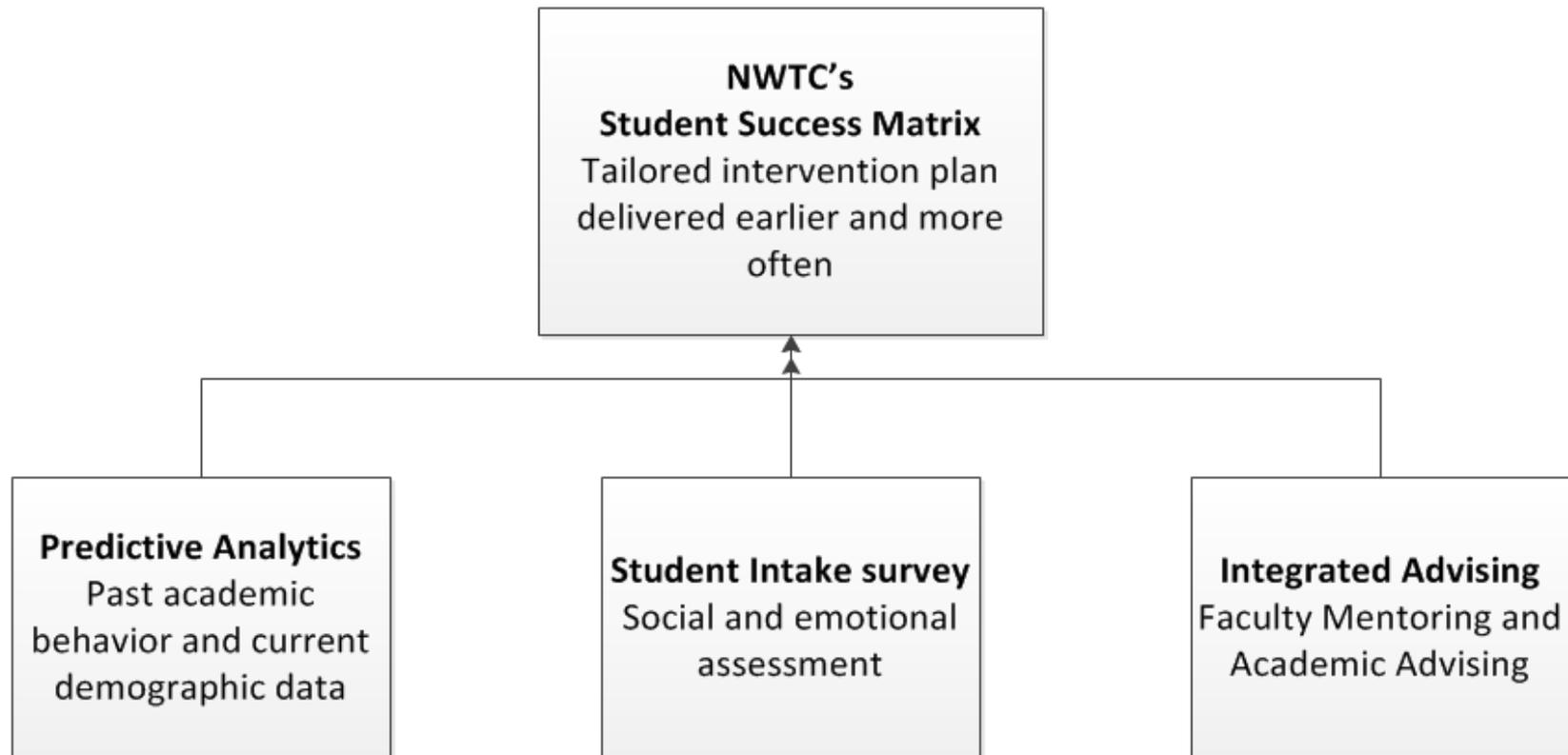# Example 2: Northeast Wisconsin Technical College

Phase 1

➢ June 2013 to December 2014

➢ Early alert and transparency between faculty and staff

➢ Starfish Early Alert and Connect

Phase 2

➢ August 2015 to November 2018

➢ Prioritize and intervene earlier with non-cognitive and predictive factors

➢ Student intake survey, predictive analytics, and integrated advising

Example 2: Northeast Wisconsin Technical College *(continued…)*

**NWTC's
Student Success Matrix**
Tailored intervention plan delivered earlier and more often

Predictive Analytics
Past academic behavior and current demographic data

Student Intake survey
Social and emotional assessment

Integrated Advising
Faculty Mentoring and Academic Advising

Northeast
Wisconsin Technical College

NWTC Student Intake Survey
Matrix of student success interventions

PRIMARY INTERVENTIONS

Career Services	Library Services	Student Support Services	Academic Advising	Student Finance/ Financial Aid	Accommo-dations	Counseling	Financial Coach	Academic Coaching
DISAGREE Certain of career goal & program choice	DISAGREE Comfort-able using computer	DISAGREE Have reliable transporta tion	DISAGREE Can increase study time if needed	NO Have a plan to pay for college	YES Disability or other health concern	YES Emotional/ behavioral health concern	DISAGREE Confident in spending plan while in college	What subjects are most difficult
		DISAGREE Friends & family are supportive of college						

Achieving the Dream™
Community Colleges Count

Example 2: Northeast Wisconsin Technical College *(continued…)*

Purpose of Pathways Framework:

To design and implement structured academic and career pathways for all students by redesigning and aligning college operations including systems, policy, processes, and business practices.

To insure the work staff and faculty engage in is deliberately tied to the optimal student experience.

Rather than a focus on students being college-ready, we will reform our thinking to be a college that is student-ready.

Value of Technology

➤ Enables students to track their progress towards their goals

➤ Connects students with support services and information "just in time"

➤ Enables students to complete many rote tasks on their own online
- Releases advisor's time to focus on relationship building

➤ Empowers faculty, staff, and support professionals by providing quick and easy access to information on multiple factors that impact a student's success

➤ Facilitates communication across functional areas and student touchpoints

➤ Provides powerful data to inform strategic decisions and refinement of policies and practices

Learn more about student attitudes towards using technology in advising at:
http://ccrc.tc.columbia.edu/publications/student-attitudes-technology-mediated-advising-systems.html

Learn more about essential components of readiness for technology adoption at:
http://ccrc.tc.columbia.edu/publications/ipas-tech-reform-advising-packet.html

Achieving
the Dream ™
Community Colleges Count

Technology is not the solution or the change.

What matters is how you use the technology to enhance the learning that comes only from relationship building between faculty and staff and the students they serve.

Transformative Change

Structural Change — Lays the framework for new behaviors, thereby encouraging improved student experiences throughout the institution.

Process Change — Reforms how people do their jobs at an individual level.

Attitudinal Change — Occurs when individuals start to understand their work and view work processes in new ways.

http://ccrc.tc.columbia.edu/media/k2/attachments/how-colleges-use-ipass-transform-student-support.pdf

Achieving the Dream™
Community Colleges Count

Example 3: Northern Essex Community College

Students will identify and achieve their academic and career goals through highly structured academic experiences that provide opportunities to **build relationships with their peers, faculty, and staff in meaningful and substantial ways**. Students will experience a **personalized, integrated support system as part of clearly articulated student academic pathways**. Faculty and staff will engage in a **team-based approach** to educating and supporting students that **recognizes their key role in student success, and values the contribution of each employee** at every level.

→ 2020 Academic Master Plan Vision

Example 3: Northern Essex Community College
(continued)

Structural Change

Structure in place to assign advisors a caseload of students. Make orientation and/or meeting with an advisor mandatory for all new students.

Process Change

Advisors approach their role as a teaching function (professional development). Advisors, counselors, faculty, and students use new degree planning tool (training and ongoing support) as a team (communication flow). Protocols exist for use of early alert and creation of degree plan for all students.

Attitudinal Change

Advisors begin to see themselves as guides of the student's full academic journey. Faculty value their role in advising and supporting students beyond their academics. A true culture of collaboration across support services and faculty emerges.

Achieving the Dream™
Community Colleges Count

Aligning Integrated Advising & Student Support and Pathways

Aligned Redesign Approach

Clarifying curricular paths: Degree maps; transfer articulation

Helping students get on a path: Coaching and Advising; Diagnostics

Keeping students on a path: Early Alert & Tracking; Degree Audit; Coaching

Ensuring learning: Program learning outcomes: Tutoring; Analytics

Achieving the Dream ™
Community Colleges Count

Aligned Redesign Approach

Guided Pathways	Integrated Advising and Student Supports
Redesign the entire student experience	Support students through their entire experience from connection to the college through to transfer to a four-year institution or career
Unify multiple student success initiatives	Integrate the myriad student support services and technologies that support students through degree and career planning, risk targeting and intervention, counseling and coaching, and transfer and articulation
Begin with the students' end goals in mind	Use technologies and services support students as they connect with the institution to learn about their education and career goals and support students to stay on the path to their goals

Achieving the Dream™
Community Colleges Count

Example 4: Community College of Philadelphia

➢Part of AACC Pathways Project and iPASS

➢Advisors, counselors, support staff and students fully utilize degree audit and academic planning tools to enable development of a prescribed academic plan ensuring

➢Students are enrolled early on in a mandated sequence of courses and their progress is monitored by all parties.

➢A case management approach to advising and risk intervention will make advising more proactive and personalized.

ACTIVITY ONE: Reflection Questions

Discuss as a team the reflection prompts in your participant worksheet:

➢How does an integrated advising & student support approach align your pathways efforts?

➢What works well in the current model of student support at your institution?

➢What are key areas you would like your institution to focus on redesigning?

Achieving
the Dream™
Community Colleges Count

Advising and Student Support Self-Assessment

Advising & Student Support Rubric

Applied Organizational Capacities

➢ **Structure:** The way our institution organizes student supports

➢ **Process Alignment:** The integration of support across offices and departments

➢ **Leadership:** Multi-tiered, aligned leadership approach

➢ **Vision of Benefits:** The clarity of our institution's goals for advising and student support as student success efforts

➢ **Technology Integration:** Integration of advising / student support technology solutions with institutional enterprise systems

Advising & Student Support Rubric

Solution-Specific Components

➢ **Advisor / Student Engagement:** Advising promotes student learning in three categories: information, skills, and cognitive development, as well as providing affective support

➢ **Education Planning:** Emphasis on long-term education planning for an entire program / degree linked to transfer and career plans, rather than course selection for the current or upcoming term

➢ **Student Analytics:** Proactive efforts by faculty, advisors, and other support staff to use data to identify students who present risk factors and to connect them to services

➢ **Institutional Analytics:** Use of data to promote continuous program improvement and to assess impact on student outcomes

➢ **Technology Use:** Incorporation of advising / student support technology into everyday practice

➢ **Staff / Faculty Professional Development:** Our provision of regular trainings that help support staff improve their service delivery

ACTIVITY TWO: Self-Assessment Rubric Discussion

STEP ONE

Review the rubric individually. Then individually score where you would place your institution on the scale.

STEP TWO

Discuss the following questions:

1. On what components did you score high? Low? What institutional factors influenced your high/low score?

2. What opportunity does engaging in an integrated advising and student support redesign? What would success look like for your institution?

3. What challenges do you anticipate in moving toward "exemplary" on the rubric?

Achieving
the Dream™
Community Colleges Count

Common Challenges

Common Challenges

Engagement & Communication
- Effective communication of project vision to all stakeholders
- Initiative fatigue and time/resource constraints
- End-user adoption of technology/behavioral change
- Effective training models for faculty and students

Data & Technology
- Integrating multiple student success technologies
- Identifying most valuable data (lead and lag) to track for various stakeholders
- Building and maintaining effective relationship with multiple vendors

## Advising Policies & Practices
- Effective advising models tailored for specific student populations
- Early alert management and protocol
- Integrated communication with student services and academic affairs
- Professional development on proactive advising

Strategy & Planning
- Alignment with other student success work
- Efficient and effective change management
- How to maximize resource efficiency to help build sustainability

Achieving the Dream™
Community Colleges Count

Wish We had Known…Leadership

- ➤ Adaptive leadership at the college level must be aligned leadership at the project level
  - Leadership must understand this is a holistic change, not just a technology implementation

- ➤ Tell people early and often your vision for how this will impact them and their students

- ➤ Connect student success efforts and strengthen collaboration across silos

- ➤ Place key stakeholders in leadership roles, particularly someone from IT and someone from student services or instruction

- ➤ Regularly celebrate early wins as you progress through the work

- ➤ Plan ahead to overcome human resource challenges
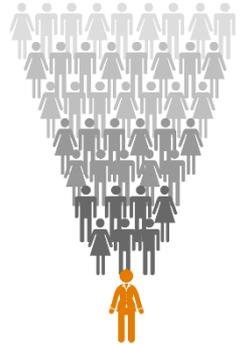
Next Steps:
Leveraging the Next Year of Support

What next steps does your institution need to take to fully leverage this upcoming year of support?

Things to consider:

- Team composition
    - broad engagement, empowered

- Messaging and visioning
    - continued alignment with pathways, not a new initiative

- Discovery Process
    - Discovery inventory pre-work for first institute

Achieving
the Dream™
Community Colleges Count

ACTIVITY THREE: Next Steps

Discuss the following questions:

1. Who needs to be involved in your integrated advising and student support redesign?

   - Who should be on the planning/implementation team? Think about broad engagement (cross-functional, cross-hierarchical) of 8-10 individuals that will be empowered to move this work forward.

2. What topics, resources, messages, or information do people need in order to begin or continue moving toward an integrated advising and student support approach?

3. What messages or actions do you need from your institution's leadership team to ignite the momentum for this work?

Achieving
the Dream™
Community Colleges Count

Thank You!

Mei-Yen Ireland

mireland@achievingthedream.org