Integrated Advising & Student Support Redesign

Ohio SSLI: September 15, 2017
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
Of community college students **want support in identifying the academic plan** that best suits their goals and needs.

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

Data sourced from Noel Levitz, NSC, and SENSE,
“This institution shows concern for students as individuals.”

Student Satisfaction | Importance to Students
52% | 79%
27%

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

Student Satisfaction | Importance to Students
53% | 78%
25%

Data sourced from Noel Levitz,
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.
Integrated Advising & Student Support Redesign

In Theory and Practice
Advising & Student Support Redesign


Learn more about the integrated student support approach at: [www.achievingthedream.org/iPASS](http://www.achievingthedream.org/iPASS)
**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.

“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

Application receives packet

Assignment of Advisor

Placement Testing

College Ready?

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

Communication to accepted students
by Assigned Advisor

Assigned Advisor

Holistic Evaluation

Achiving the Dream
Community College Court
Example 1: Montgomery County Community College (continued...)
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
## Example 2: Northeast Wisconsin Technical College (continued…)

### NWTC Student Intake Survey

**Matrix of student success interventions**

<table>
<thead>
<tr>
<th>PRIMARY INTERVENTIONS</th>
<th>Career Services</th>
<th>Library Services</th>
<th>Student Support Services</th>
<th>Academic Advising</th>
<th>Student Finance/Financial Aid</th>
<th>Accommodations</th>
<th>Counseling</th>
<th>Financial Coach</th>
<th>Academic Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISAGREE Certain of career goal &amp; program choice</td>
<td>DISAGREE Comfortable using computer</td>
<td>DISAGREE Have reliable transportation</td>
<td>DISAGREE Can increase study time if needed</td>
<td>NO Have a plan to pay for college</td>
<td>YES Disability or other health concern</td>
<td>YES Emotional/behavioral health concern</td>
<td>DISAGREE Confident in spending plan while in college</td>
<td>What subjects are most difficult</td>
<td></td>
</tr>
</tbody>
</table>
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
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.

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

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.

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.
Aligning Integrated Advising & Student Support and Pathways
Aligned Redesign Approach

Clarifying curricular paths: Degree maps; transfer articulation

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

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

Ensuring learning: Program learning outcomes: Tutoring; Analytics

Montgomery County Community College: All students will have a career, financial, and academic plan

Northeast Wisconsin Technical College: Integrated advising model between faculty mentors and academic advisors

Aligning academic supports with program outcomes; Moving to developmental advising interactions

Community College of Philadelphia: Enhance degree audit utilization and use early alert to move to a case management approach
## Aligned Redesign Approach

<table>
<thead>
<tr>
<th>Guided Pathways</th>
<th>Integrated Advising and Student Supports</th>
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<tbody>
<tr>
<td>Redesign the entire student experience</td>
<td>Support students through their entire experience from connection to the college through to transfer to a four-year institution or career</td>
</tr>
<tr>
<td>Unify multiple student success initiatives</td>
<td>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</td>
</tr>
<tr>
<td>Begin with the students’ end goals in mind</td>
<td>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</td>
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</table>
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?
Advising and Student Support Self-Assessment
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?
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
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
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?
Thank You!

Mei-Yen Ireland

mireland@achievingthedream.org