Holistic Advising & Student Supports Redesign

Wisconsin Technical College System

July 24, 2018
What we know...
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.
“My academic advisor is concerned about my success as an individual.”

Student Satisfaction | Importance to Students
--- | ---
53% | 80%
27% | 25%

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

Student Satisfaction | Importance to Students
--- | ---
53% | 78%
25% |
Of students reported that an advisor helped me develop an academic plan.

Of entering students report meeting with an advisor.

Of students reported that an advisor talked with me about my commitments outside of school to help me figure out how many courses to take.

Discussed when my next advising session should be.

Show Me the Way (CCCSE 2018 Report)

65%

62%

53%

35%
Who are our Students?

6 in 10 community college students work **more than 20 hours** a week

1 in 3 community college students **have dependents to care for**

63% of students reported they **live paycheck to paycheck**

13% of students were **classified as “food insecure”** in 2015. Other studies put this number far higher.
Mechanisms that Support Student Success

1. Creating social relationships
2. Clarifying aspirations and creating commitment
3. Developing college know-how
4. Making college life feasible

Source: http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf
Focus on developmental rather than transactional engagement

- Transactional = information- and problem-focused
- Developmental = Skill-building over time through reflection

Create opportunities for students to reflect, problem-solve, and create connections.

Allows the student to actively engage through open-ended questioning and facilitated discussion.

Uses academic experiences as a jumping-off point for discussions of non-academic challenges and successes.
Services and supports are fragmented.

Students receive generic support from generalist advisors—or no one.

It’s more efficient to provide information than build students’ metacognitive skills.

We tend to take an “inoculation approach” to providing support.

Decreasing revenue from enrollments and budget cuts result in overburdened staff and faculty and poor quality technology.

Multiple, disconnected initiatives compete for our time and wear out key change influencers.

Sources: ATD’s experience and http://ccrc.tc.columbia.edu/publications/entering-a-program-academic-and-career-decisions.html
Where we need to go...
The Typical Student Experience
Holistic Student Supports Experience
Through Achieving the Dream’s work with hundreds of institutions, we’ve found colleges that see the greatest gains in student outcomes strive to ensure all students:

- Are supported in achieving their personal career and academic goals through intentional and early development of academic, career, and financial plans.

- Only have to tell their “story” once and are not running from office to office to get the answers or support they need.

- Are proactively connected with effective supports targeted to their individual needs so they enter the classroom in the best condition to learn.

- Feel confident that faculty, staff, and administrators are invested in their success.
Design Principles

**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.

What does SSIPP look like in practice?

**Sustained**
- Students receive support throughout their educational life course
- Assigned advisors; long-term coaches

**Strategic**
- Targeted engagement and intervention
- Use of analytics to curate outreach; use of group advising and technology for less-nuanced tasks; intake triage

**Integrated**
- Supports feel seamless to students
- Shared case notes or student profiles; connections between offices

**Proactive**
- Students are “caught” before they fail
- Early alert systems; advisors empowered to reach out to students

**Personalized**
- Students receive the support they need when need it, from an individual who knows them.
- Assigned or embedded advisors; coaches; shared case notes
Alignment with Guided Pathways

Student Success & Development

- Clarify the Paths
- Get on a Path
- Stay on their Path
- Ensure Learning

Holistic Student Supports
Institutional Practices

- Establishing shared responsibility
- Building meaningful relationships
- Monitoring student progress and needs
- Leveraging targeted data and technology across the institution
- Reimagining policies and practices
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.

Learn more about how colleges use this approach to transform student support at:
“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
Montgomery County Community College (continued...)

TECHNOLOGY

First Time in College
New Student Pathway with Technology

Connection
- Recruitment - Prospect - Applicant
  (CRM)
- Applicant receives packet
- Communications Management (CRM)
  
  Holistic Evaluation
  Image Now
  (Transcript Capture/Evaluation)
  
  Communication to accepted students
  CROA reports and Outlook
  (CRM)

Entry
- On-line prep
  Ex: Plato, My Foundations Lab
- Placement Testing
  Accuplacer & virtual proctoring

Progress
- New Student Registration Session
  Portal, WebAdvisor, Starfish, SEP, Email, Blackboard
- New Student Orientation + OrgSync
  (Online Orientation Tool)

Completion/Transition
- Educational Planning
  Student Educational Planning (SEP)
  Focus 2
  Montco Money
  PA TRAC

- 2nd Semester & Beyond
  Student Success Network
  SEP, Starfish
  (Advisor/Student Dashboards)

PA TRAC, PA Job Gateway, College Central
Beliefs Underpinning NWTC’s Integrated Advising Model:

➢ Every student will succeed in our student-ready learning environment

➢ Advising is a part of the teaching and learning process

➢ Advising is a shared responsibility between academic advisors, students, and faculty mentors

➢ Advising is individualized and learner-centered

➢ A shared advising design will improve student persistence

➢ Advising is intentional, planned, and proactive
Connecting Students with Supports from Day One

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</td>
<td>DISAGREE</td>
<td>DISAGREE</td>
<td>DISAGREE</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>DISAGREE</td>
<td>DISAGREE</td>
<td>What subjects are most difficult</td>
</tr>
<tr>
<td>Certain of career goal &amp; program choice</td>
<td>Comfortable using computer</td>
<td>Have reliable transportation</td>
<td>Can increase study time if needed</td>
<td>Have a plan to pay for college</td>
<td>Disability or other health concern</td>
<td>Emotional/behavioral health concern</td>
<td>Confident in spending plan while in college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends &amp; family are supportive of college</td>
<td></td>
<td></td>
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</tbody>
</table>
Integrated Approach to Tackling Multiple Success Initiatives

- Design and implement structured academic pathways.
- Redesign and align college operations including systems, policies, processes, and business practices.
- Deliberately tie the work of staff and faculty to the optimal student experience.
- Reform our thinking to become a student-ready college.
- Changing our behaviors so students behave and engage differently with us.
Trident Technical College: A Shared Advising Model

• What we lacked
  – A clear path to graduation/transfer/completion
  – A way to guide students through that path
  – Technology to help us keep students on the path

• What we had
  – Missed milestones
  – Excessive credits
  – Dissatisfied students

• How we knew
  – Noel Levitz SSI
  – IR data
  – Word of mouth
Trident Technical College
A Shared Advising Model

• Creation of the Student Hub
• Creation of Navigator position
• Elimination of traditional orientation
• Implementation of EAB Navigate

• Student intake survey
• Academic planning
• Year round registration
• First Year Experience course
• Creation of transition protocols
• Reciprocal training between Navigators and Advisors
• Improved messaging
• Better communication
Technology is Necessary but not the Solution

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

What would you want to change in pursuit of a more SSIPP approach to advising your institution?
Hindsight is 20/20: General Lessons

➢ It’s about helping people work smarter, not harder—enhancing relationships, not replacing them with technology.

➢ A strong vision that is concise, clear, and acts as a roadmap for stakeholders is essential

➢ Buy-in comes from understanding how the work will impact an individual’s daily work and their students

➢ Alignment of student success initiatives in communications and execution help alleviate fatigue

➢ Importance of “knowing” students and designing an experience that serves all
Get to Know Your Students

➢ Who they are
➢ Where they come from
➢ What they value
➢ What their goals are (academic, career, personal)
➢ How they feel about college and seeking support
➢ What they struggle with most
➢ What they *think* they need support with
➢ How they *think* they use your services
➢ How they *actually* use your services—observe their experiences
Importance of Empathizing
Importance of Empathizing
Importance of Empathizing
Small Group Activity: The Ideal Model

Use the student personas and table worksheet to complete these steps:

STEP ONE
➢ Read through and reflect on your student persona

STEP TWO
➢ Identify as a group (using what you’ve learned about a holistic student support approach) what currently exists in the student support model at your institution that would assist the student. Breakdown the existing support by structural, process, and attitudinal support. Consider the student’s experience as a whole (no need to focus one each specific situation that occurs).
  • Identify one person to record the discussion notes on the worksheet

STEP THREE
➢ Identify the changes (structural, process, and attitudinal) that would need to occur to achieve an ideal student support model. What policies, practices, and interactions does the student need to be successful?
Team Reflections

Using the “Team Time Discussion” handout in your folders to discuss the “Activity One” reflection questions:

1. How does a holistic student supports approach align with your pathways efforts?

2. What works well in the current model of student supports at your institution? What key areas would you like to focus on redesigning?

3. What do you Scale of Adoption results and new data insights from this morning indicate about key areas of focus for your student supports redesign?

4. What challenges do you anticipate in moving toward a more holistic student supports approach?
A Final Note on 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 technical 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...cross-functional and cross-hierarchical Regularly celebrate early wins as you progress through the work

➢ Plan ahead to overcome human resource challenges
Holistic Student Supports Redesign
Team Time (3:15 – 4:15pm)

INSTRUCTIONS
(40 min)
• Complete the reflection questions on “Team Time Discussion” handout under “Activity Two: Next Steps”
• Write on a piece of chart paper:
  • The name of your institution
  • One highlight from your team’s discussion this afternoon
  • One next step you will be taking

(20 min)
• Walk around the room and review your colleagues’ chart paper and identify similarities and new ideas
THANK YOU!

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