Integrated Advising & Student Support Redesign

New Jersey Center for Student Success; Oct 27, 2017

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Agenda

- Overview of the Integrated Advising & Student Supports Approach
- Discovery and Planning
- Readiness
- Communicating to Engage
- Action Planning
- Progress Tracking and Refinement
- Next Steps

Integrated Student Support Redesign

In Theory and Practice

The Challenge

- Services and supports are often fragmented.
- It's usually 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 technology challenges.
- 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

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Four 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

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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 and information are provided to students before they’re requested.

Personalized

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

Learn more at: http://ccrc.tc.columbia.edu/publications/what-we-know-student-supports.html

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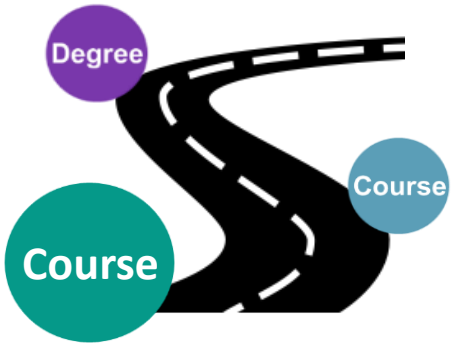
Integrated Student Support Redesign



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Education, Career, & Financial Planning

Coaching, Advising, & Counseling

Early Alerts & Intervention Targeting

Transfer Processes & Labor Market Alignment

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Impact on the Student Experience

Status Quo	Integrated Student Support Model
Paths to student end goals are unclear	Staff help students develop an academic plan through to completion that aligns with their career goals
Degree plans are static and don't track student progression	Tools enable students, faculty, and staff to monitor student progression and update as student path changes
Advisors' ability to troubleshoot student issues relies on student self-report or initiative	Tools provide data and processes that enable and encourage a proactive, personalized approach
Students are shuffled to multiple departments and must retell their story to get assistance with questions	Students only have to tell their story once because support is coordinated and communication is strong
Advisors are viewed as registration clerks and advising is seen as a discrete function	Holistic student support is valued as everyone's role and advisors are seen as guides of the student experience

Advising-as-Teaching

- Focus on developmental rather than transactional engagement
  - Transactional = process- 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.

Advising-as-Teaching: Lessons

- Protocols to ensure consistency
- Embed time for self-reflection for advisors
- Hiring practices and job descriptions need to change—hire for the competencies advisors need
- Ongoing professional development needed to help advisors make the shift to advising as teaching
- Professional development must address the effective and ethical use of student-level data
- Some information/support must be just-in-time for advisors

Example: Advising "Toolbox" or Protocol

Topic	Guiding Questions
Introductions and Building Rapport:	• "Thanks for coming in to see me!" • "How is your semester going so far?" • "What is your most challenging course? What course(s) are you enjoying the most? What do you enjoy about it?"
Confirmation of Career and Educational plans	• "We'll get to talking about your questions and discussing classes, but before we do, tell me a bit more about what you are interested in doing after college. What jobs are most interesting to you? What type of work are you interested in doing?"
Core Performance Issues and Creation of a Success Plan	• "How are you doing in the courses that are relevant to your major?" • "Is there anything going on outside of school that you'd like to discuss today?" • "What would you consider your greatest strengths?" • "What did you anticipate college would be like?
Conclusion	• "In your mind, what is the muddiest point that we have covered today?" • "How and when will you keep me updated on your progress?"

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

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Pathways Connections

Four components of pathways:

1. Clarify the paths
2. **Help students get on a path**
3. **Help students stay on their path**
4. Ensure students are learning

Learn more about the national pathways model at:
http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Documents/PathwaysGraphic462017.pdf

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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:
http://ccrc.tc.columbia.edu/publications/how-colleges-use-ipass-transform-student-support.html

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Case Study: Community College of Philadelphia

Community College of Philadelphia

Structural Change

Restructured technology into single sign-on, mandatory advisor meetings and program plan development, assigned advisors to programs, cross-functional working groups, full-time professional advisors, merged academic and student success.

Process Change

Used technology more frequently, advisors use case notes and provide program-specific advising, advisors shifted to developmental advising.

Attitudinal Change

Cross-function communication viewed as part of job, central role of sustained interaction with students, shift from technology-led to people-process focused, part of a bigger whole.

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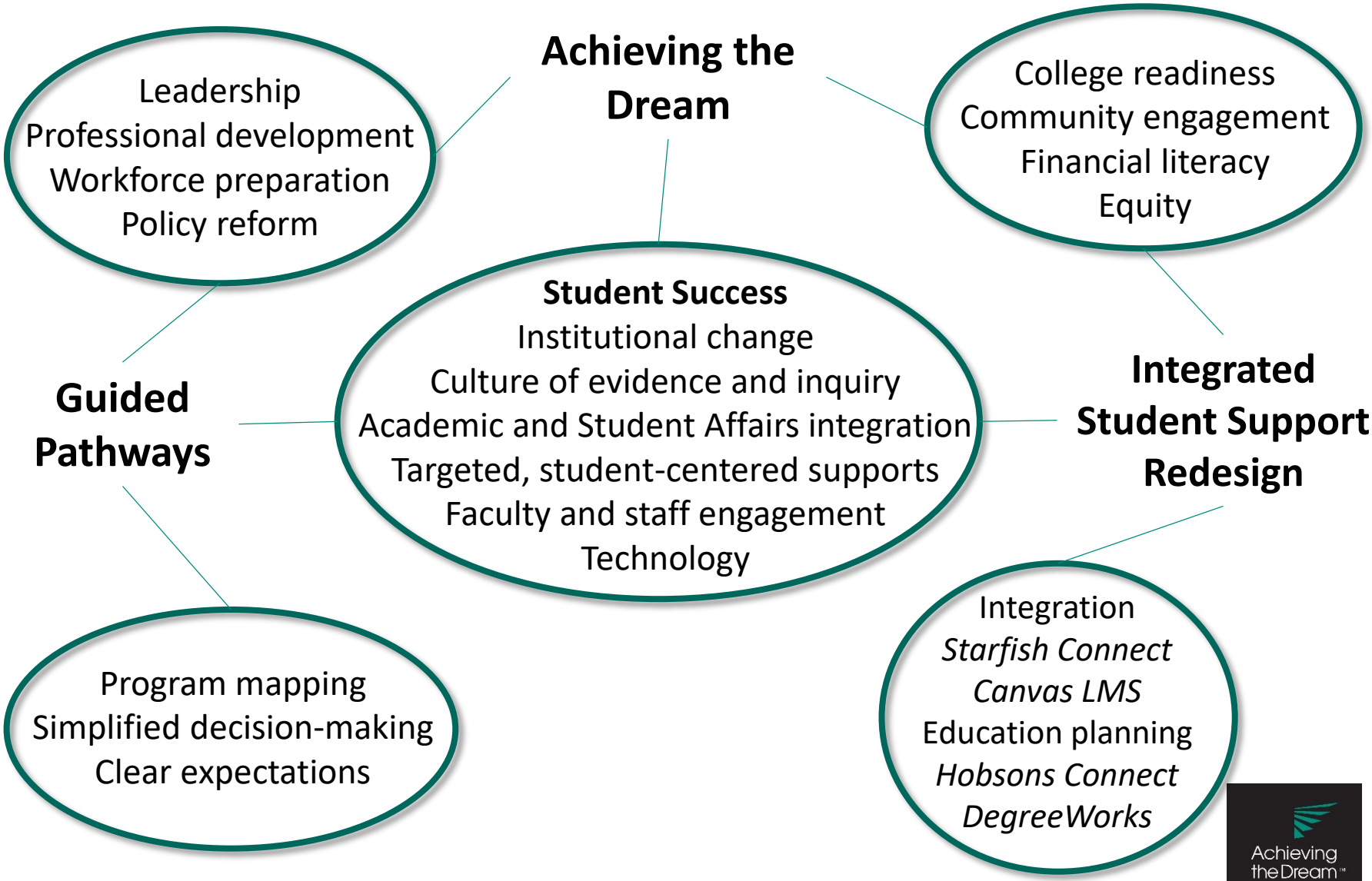
Case Study: Student Success Ecosystem

Community College of Philadelphia



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Beliefs Underpinning NWTC's Integrated Advising Model

Northeast Wisconsin Technical College

- 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

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Integrated Advising Outcomes

Northeast Wisconsin Technical College

Student Mentee Outcomes

- Utilize network (faculty, advisors, support services) and college resources for success
- Development and achievement of personal and educational goals
- Model responsible behaviors and use Wise Choice Process
- Master technology for navigation of college and learning experience

Faculty Mentor Outcomes

- Master technology for navigation of college and learning experience
- Provide personalized feedback to students to ensure engagement in learning process
- Understand student academic, career, and personal goals
- Gain insight to learning, feedback, and motivational needs of student
- Create a sense of belonging for every student

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Connecting Students with Supports from Day One

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						

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Integrated Approach to Tackling Multiple Success Initiatives

Northeast Wisconsin Technical College

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.

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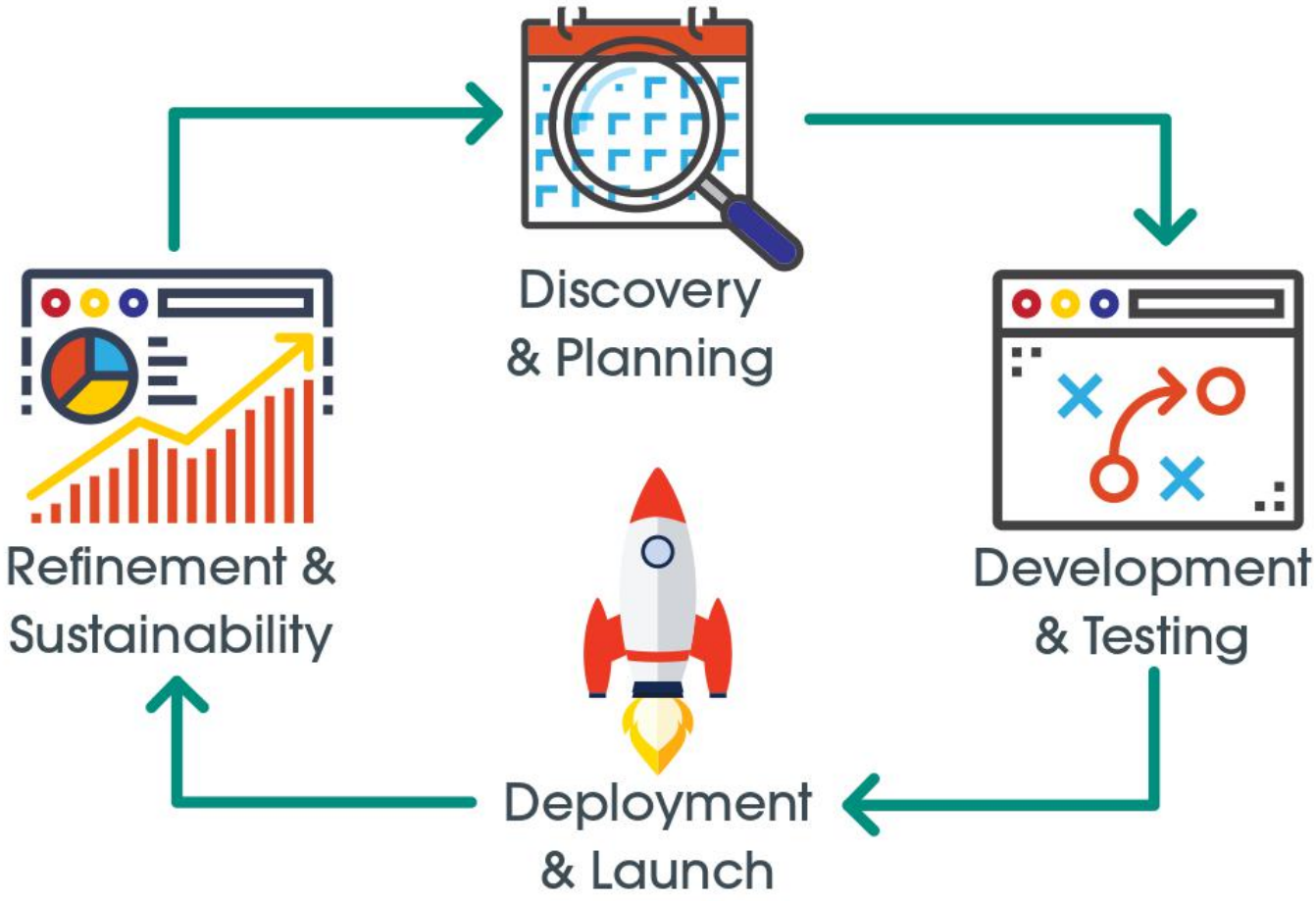
Four Phases



What Colleges Request Support With

- **Creating a vision for their redesign**
- Understanding their existing student experience
- **Aligning their redesign with other initiatives**
- **Changing roles of existing staff/faculty and designing** new roles
- Engaging faculty in the redesign effort
- **Change leadership training for mid-level managers**
- Tracking their progress (formative, not just summative)
- **"Knowing" their students and designing an experience that serves all**
- Managing effective vendor relationships
- Maintaining momentum

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Hindsight is 20/20: General Lessons

- True transformative change is more resource intensive than we usually think at the beginning
- The biggest expenditure for this work is on personnel
- 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
- Don't be afraid to say *"I don't know yet"*

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Visionary Leadership is Essential

Technical versus Adaptive Leadership

- Technological efficiency and authoritative leadership
- Broader vision that recognizes transformative change requires major changes to structures, processes, and attitudes

Importance of Aligned Leadership

- **Presidential** (Adaptive / Technical)
- **Visionary** (Adaptive / Adaptive)
- **Technologically focused** (Technical / Technical)
- **Divided** (Technical / Adaptive)

Learn more at: https://ccrc.tc.columbia.edu/publications/leadership-for-transformative-change.html

Activity: Integrated Student Support Rubric

1. Spend a few minutes reviewing the rubric individually and considering where you would score your college.

2. With your college team, discuss where you would score your institution on the following categories (rows):
   a) Advising and Student Support Leadership
   b) Vision of Benefits for Advising and Student Support
   c) Advisor/Student Engagement
   d) Education Planning
   e) Student Analytics for Risk Identification and Early Intervention

Discovery & Planning

Activity: Discovery Inventory Reflection

With your team, discuss the following questions:

1. What was most challenging about completing the pre-work? What does this tell you, if anything, about your institution's existing policies, processes, and culture?
2. Did any "aha" moments come out of the activity?
3. What were the biggest obstacles/pain points identified through your pre-work for students?
4. For each pain point, what is the underlying cause(s)?
5. What additional data is needed to more fully understand where and why students struggle the most?

Purpose of Discovery Process

- Structure your reflection on and assessment of the current support experience of your students.
- Identify gaps, challenges, and trouble spots to address.
- Ensure all team members and stakeholders share an understanding of the current landscape.

Hindsight is 20/20: Discovery & Planning Lessons

- Your guiding team should be built to--and should operate in a way that--strengthen collaboration across silos and initiatives
- Place key stakeholders in leadership roles; Decision-makers and influencers
- Get to know who your students are and what they experience, then design policies and processes around their reality
- "Build it and they will come" isn't true for students but it's also not true for faculty, staff, and administrators!
- Plan intentional milestones to celebrate early wins as you progress and assign a lead
- Build in time to "clean" your data when working to implement a new technology
- Faculty and staff need support in learning to use student data *before* they are asked to use it to target services
- Plan ahead to overcome human resource challenges, such as role changes
- Students only want to tell their story once

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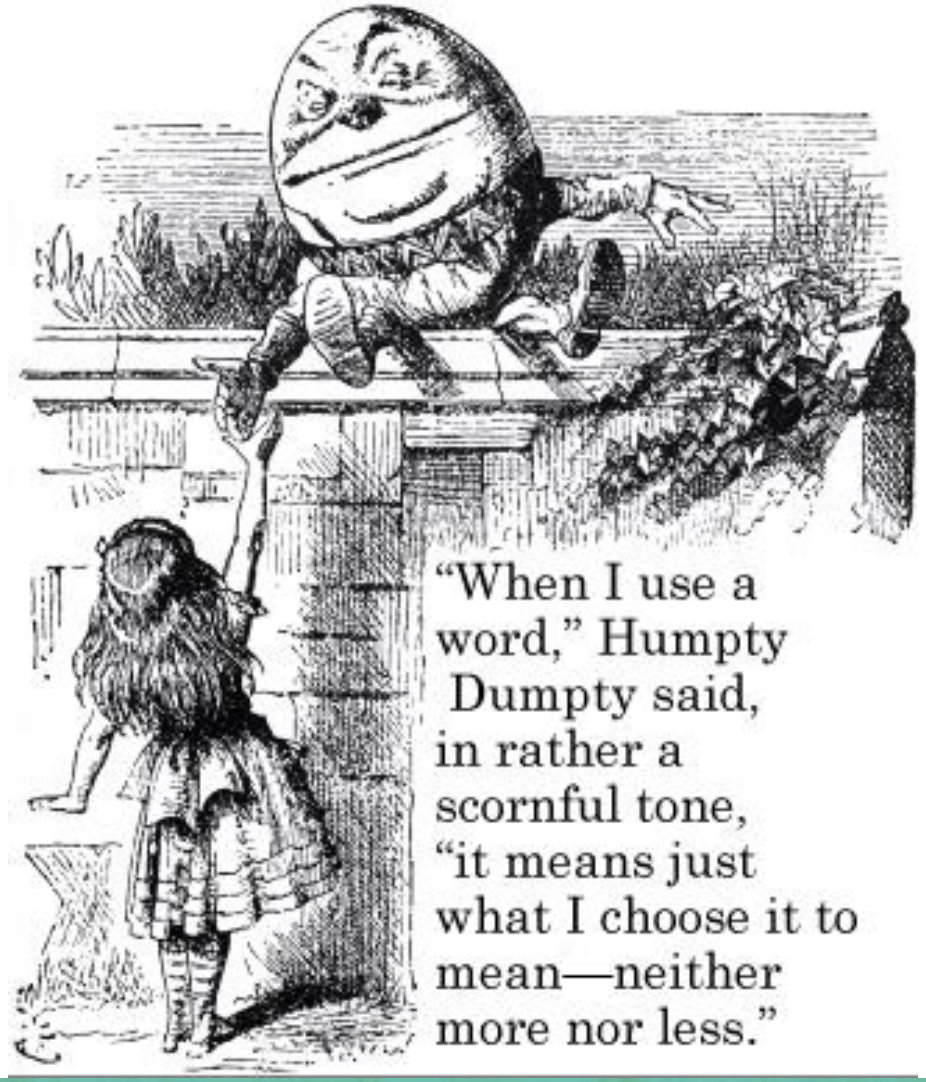
Get to Know Your Students

- 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

Get Everyone on the Same Page



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Common Definitions

SITTING BULL COLLEGE
Est 1973

Definition of Student Success Defined by Sitting Bull College Students

To be a successful student at Sitting Bull College, you do not forget who you are and where you come from. Success for a student is when you see opportunities the degree unlocks and are able to choose what path fits you best. When you are a successful student, you understand and pass on the knowledge you learn in order to invest in creating a better future for yourself and your community.

If it doesn't challenge you, it won't change you.

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Common Understanding of the Current Process

Process Mapping

- Maps out existing decision points, activities, and interactions for a specific process
- Main benefit at Discovery phase:
  - Gets everyone on the same page about the existing process
  - Surfaces confusing, or convoluted processes and identifies efficiencies
  - Visual representation of the need for change
- Potential pitfall: *Can* take focus away from the student if discussions are not well guided

Common Understanding of the Student Need

Design Thinking

- A process for solving problems and identifying new opportunities
- The process is guided by the end user—our students
  1. **Desirable:** Is this support/approach what our students need?
  2. **Viable:** Can we make this happen? Do we have the right technology/resources in place?
  3. **Feasible:** Do we have the resources to deliver this support/take this approach? Does it align with our vision?
- Main benefit at Discovery phase: Offers multiple ways to bring student voice into your analysis of existing processes
  - Student understanding of their needs/experience: One-on-one interviews, focus groups, surveys, self-journaling
  - Third party understanding of student needs/experience: Shadowing or observing, secret shopper, student mental models (e.g. a student's understanding of how advising works)

Example: Northeast Wisconsin Technical College

- Focused on how to improve student onboarding and connect students to needed support early on in college journey

- Combined various components of a design thinking approach with process mapping of existing experience
  - Observation
  - Mystery Shopper

- Analysis informed development of the Non-Cognitive Intake Survey
  - Well-designed, thought out plan with objectives, analysis, and iterative design

- Next phase: Process map communications with students from application through admission
  - Goal is to infuse a growth mindset into messaging and streamline communications

Activity: Process Mapping Pain Points

Pick ONE of the pain points you identified in your last discussion and--using the post-it notes, pens, and flipchart paper--set out every aspect of the process as it currently exists. Follow these steps:

1. Write the pain point you are trying to address at the top of the paper
2. Define the start and end points in the experience—use one post-it for the start point and one for the end point
3. Brainstorm all the activities that occur between the start and end point—one activity per post-it
4. Put the activities in order and use arrows to indicate flow
5. Add the appropriate symbol for each activity

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Activity: Identifying Gaps in Your Process Map

Reflecting on your process map, discuss the following questions with your team:

1. To what extent does your current process ensure delivery of a SSIPP experience for all students?
2. What aspects of the process do not contribute to a SSIPP experience?
3. What 3-4 changes could most improve the student experience of this support component?
    - What additional information do you need to make this decision?

LUNCH
&
Readiness to Lead Change Activity

With your team, spend 20 min during the lunch break to complete the activity worksheet: "Is Your Leadership Culture Primed for Transformative Change?"

Communicating to Engage

Potential Barriers to Buy-In

"I don't understand what you are talking about" and/or "I don't care what you are talking about"

"But that's not in my job description…"

"I'm not allowed to" or "I don't want to"

"You're asking me to do more? I have too much to do already"

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The first step to changing the student experience on our campus is to understand we need to change first.

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Hall and Hord's Concerns-Based Adoption Model

	Expression of concern
0. Awareness	I am not concerned about it.
1. Informational	I would like to know more about it.
2. Personal	How will it affect me?
3. Management	I seem to be spending all my time getting materials ready.
4. Consequence	How is my use affecting learners? How can I refine my use to have more impact?
5. Collaboration	How can I relate what I am doing to what others are doing?
6. Refocusing	I have some ideas about something that would work even better.

Source: Hall & Hord, 1987; Hord, Rutherford, Huling-Austin, & Hall, 1987; Loucks-Horsley & Stiegelbauer, 1991

Change Styles Matter

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Questions We Need to Answer for Effective Communication

- What is emerging in the environment that will affect our success? (positive/negative)
- What advantage can our students and college get if we change?
- How long do we have to make it happen?
- Who will be involved in this change?
- What are the outcomes (financial, educational, personal, etc.) we desire if we change?
  - What are the outcomes students desire? How about faculty? Advisors? Other support staff professionals?
- What is <u>not</u> going to change?

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Activity: Know Your Stakeholders and Champions

STEP ONE

- Identify your key stakeholders by the four categories
  - Can be individuals or groups
- Use reflection questions to identify gaps and next steps

STEP TWO

- Select ONE stakeholder group and identify their motivations to change and any anticipated challenges/fears that may prevent change

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Planning for Action

Activity: Planning for Action

Spend 20 minutes completing the worksheet. We will ask a few of you to share:

- One next step for the team
- One thing you will do personally to drive this work forward on your campus

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Progress Tracking and Refinement

Preparing to Leverage Data in Integrated Student Support Redesign

- What does the data on student movement through our institution tell us about their support needs?
  - What implications does this have for our redesign?
- How can we best use the student data we have access to through technology?
  - Which data should you focus on from this new data set?
- How are data used to increase transparency, trust, and momentum around the redesign?
- Who needs access to the data? What data do they need access to and how frequently?
  - How can we help them translate the data into insight and action?

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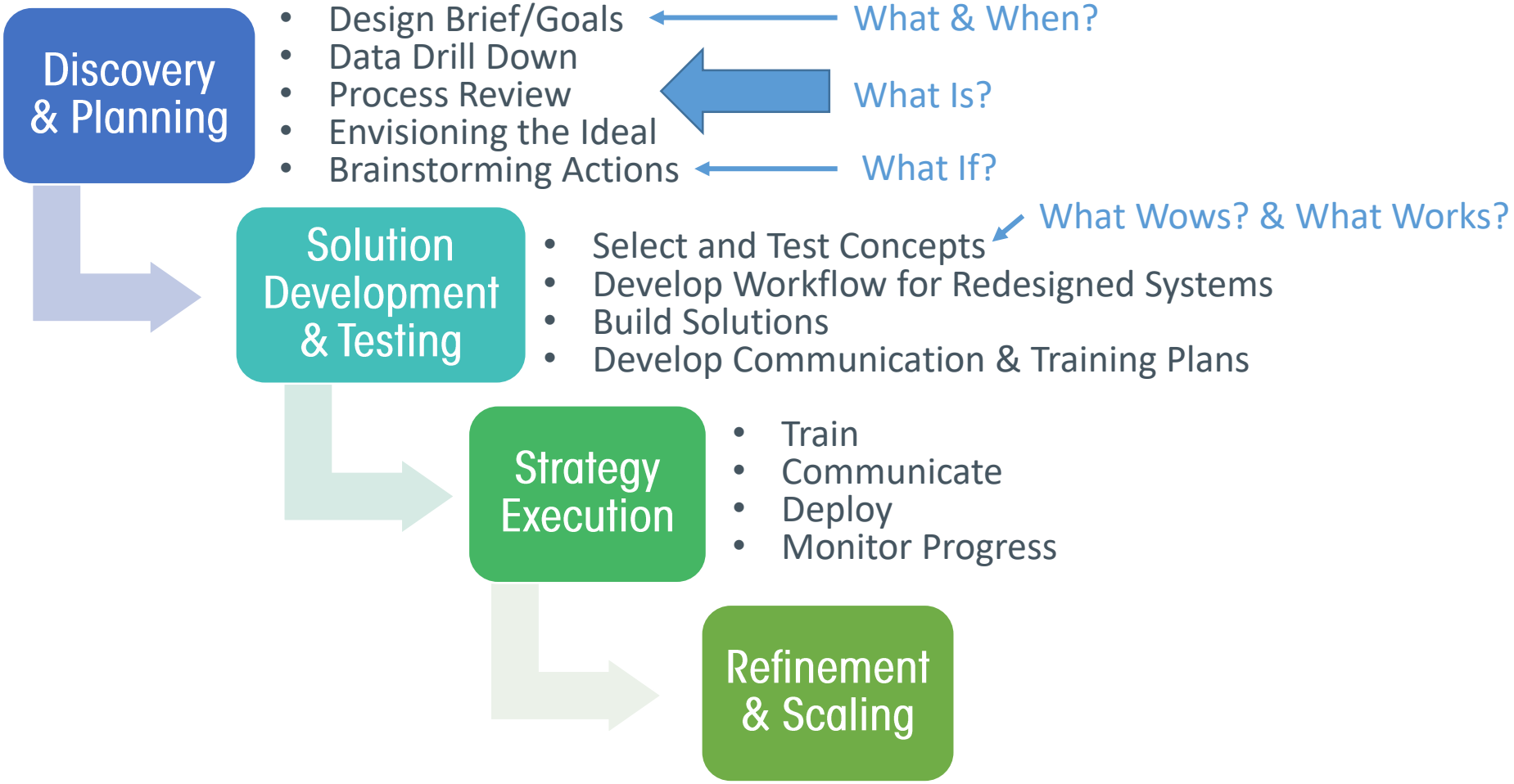
Why Progress Tracking?

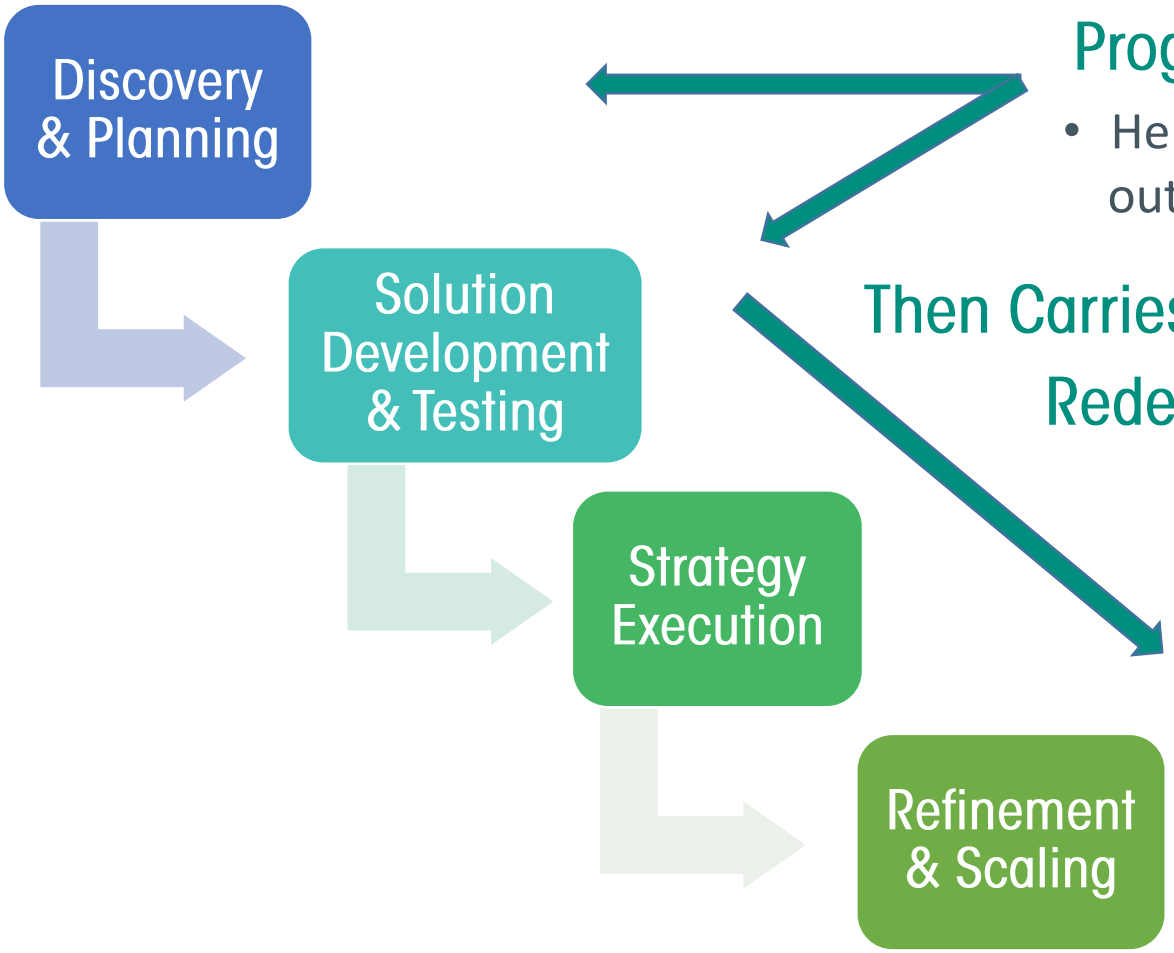
What gets overlooked without progress tracking:

- Original intent of work can be lost over time
- Emphasis on long-term results only; Changes in attitudes, knowledge, skills, and behaviors neglected
- Progress towards goals unknown; No summative or formative feedback available
- No information to inform timely improvements (so desired outcomes and results can be realized)
- Limited information to inform scaling and other decisions
- No way to tie outcomes/results to the work

Phases of Implementation



When Engage in Progress Tracking?



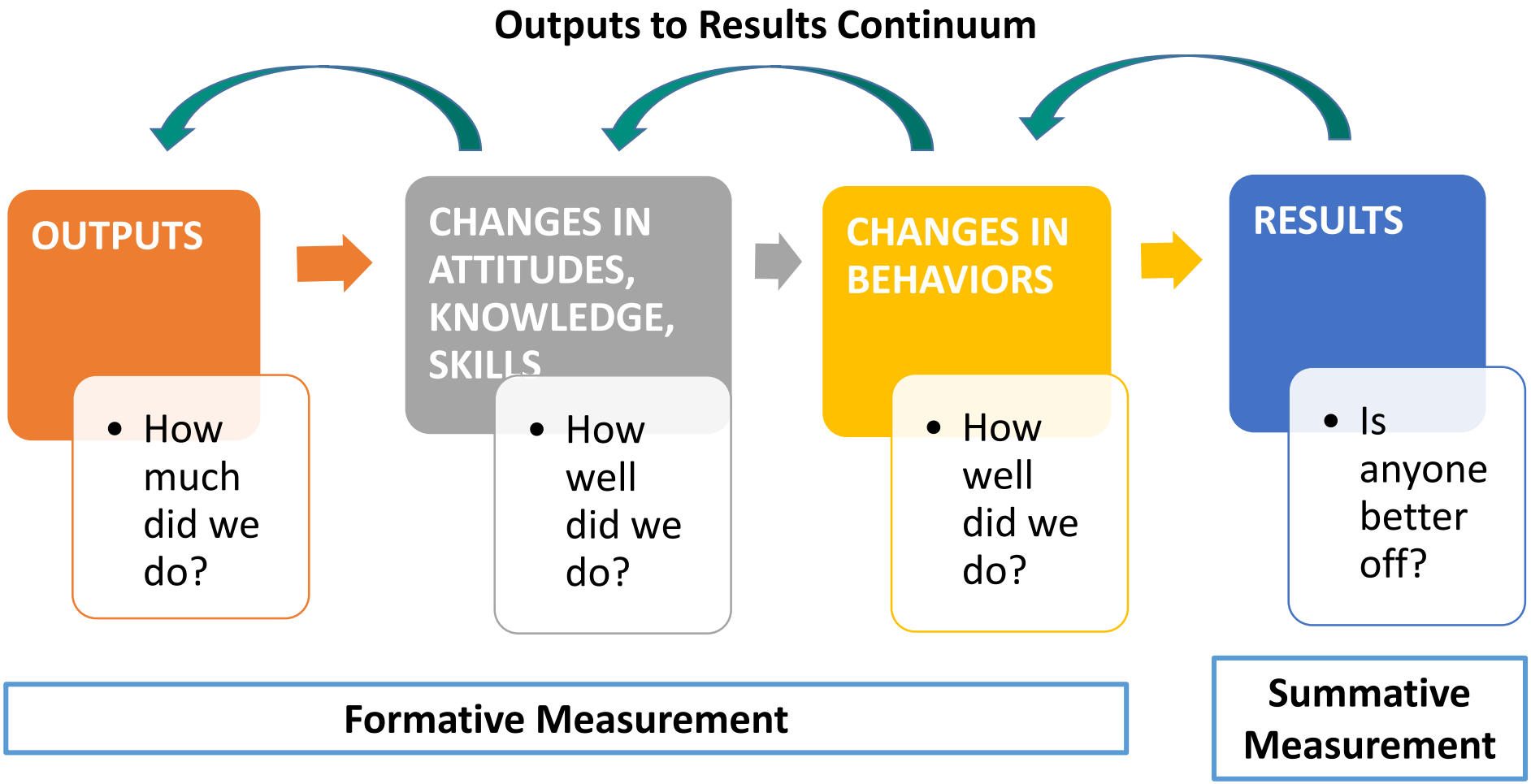
Progress Tracking Starts Here

- Helps you think through intended outcomes at point of DESIGN

Then Carries on Throughout the Redesign Process

- Ensures timely data collection (so you know how well you are performing)
- Informs continuous refinement in timely manner for stronger long-term impact/results

What Does Progress Tracking Entail?



How Do Colleges Go About Progress Tracking?

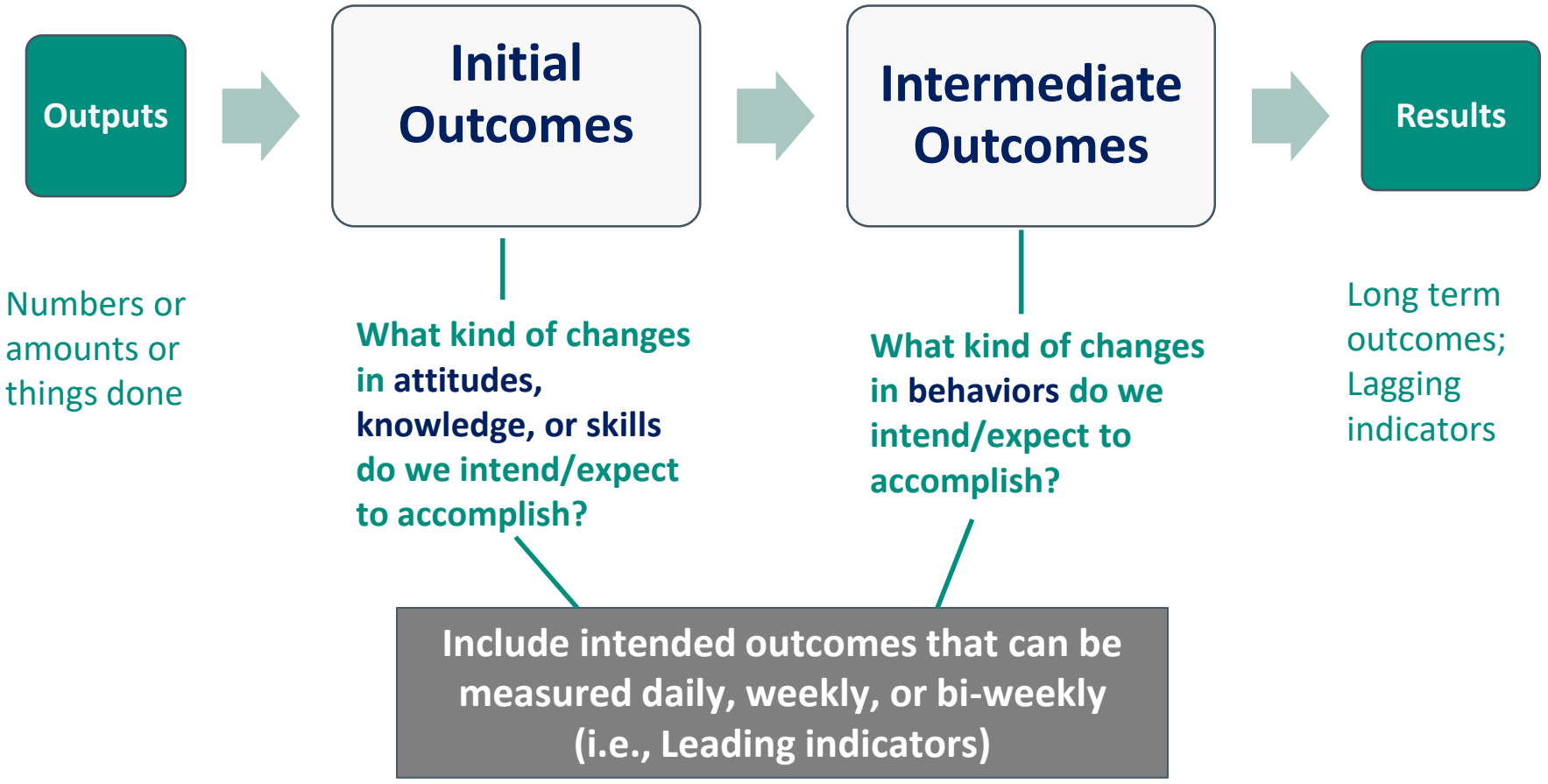
Four Primary Steps

1. Identify intended accomplishments – what your institution intends/expects to accomplish as a result of the work → **Your Institution's Design or Initiative Team**
2. Translate to measurable outcomes → **Design/Initiative AND Data Team**
3. Develop a data collection plan – data that will tell your institution how well you did compared to what was intended/expected → **Your Institution's Data Team**
4. Use data to inform improvements/ modifications → **Your Institution's Implementation Team**

Types of Data for Student Support Redesign

Metric Category	Definition
Technology Use Measures	Show the extent of technology adoption among key stakeholder groups.
Structural Change Measures	Show the extent to which systems and business practices are changing or have changed.
Process Change Measures	Show the extent to which changes in individual engagement and interpersonal interactions with systems and business practices are changing or have changed.
Attitudinal Change Measures	Show the extent to which core underlying attitudes, values, and beliefs are changing or have changed. The underlying attitudes, values, and beliefs relate to the systems, business practices, and individual engagement and interpersonal interactions.
Student Success Measures	Show the student outcome results achieved.

Step 1: Identify Intended Outcomes



Step 2: Make Sure Outcomes are Translated into Measurable Terms

Intended Accomplishment (result):

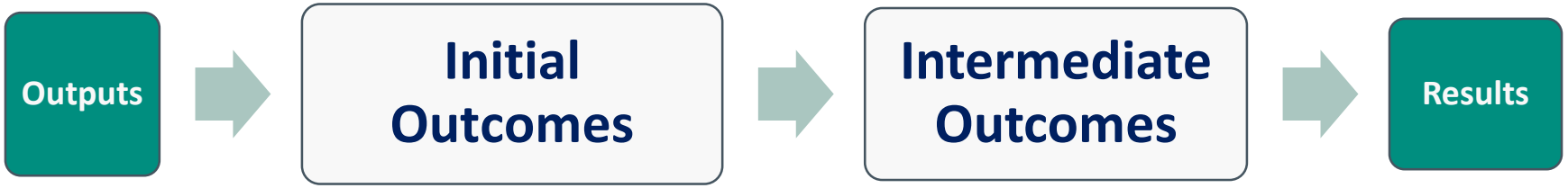
- Decrease the number of times students change majors

Possible Measurable Outcomes:

- Quantitative:
  - Increase in #/% of new students who are knowledgeable of labor market conditions within their chosen major field of study/pathway
  - Increase in #/% of new students who select a major field of study/pathway best suited for their goals and aptitudes
- Qualitative:
  - Students describe career assessment and counseling as influential in selection of a major field of study/pathway

Will also help the College set performance targets

Example: Career Counseling



Outputs	Changes in Attitude, Skills, or Knowledge?	Changes in Behaviors?	Results
#/% new students provided career awareness, career aptitude assessment, and career counseling	Students are more knowledgeable of career options and major fields of study best suited for them (types of jobs within career fields, nature of job responsibilities, likely earnings upon graduation) Advisors are more knowledgeable of labor market conditions associated with specific careers/major fields of study	Increase in number of new students with a degree/academic plan prior to class registration Increase in number of advisors administering career assessments and using labor market data or related tools to guide students to a major field of study	> More students concentrate in a major field of study in their 2nd, 3rd, 4th terms > Decrease in number times students change majors throughout academic experience > Decrease in excess credits at point of graduation

Step 3: Develop a Data Collection Plan

Initial & Intermediary Outcomes	Performance Targets	Data Collection Sources/ Procedures	Analysis Methods	Person(s) Responsible	Due Dates
The intended changes in attitude, knowledge, skill or behavior should be provided to the Data Team by the institution's Design or Initiative Team The Design or Initiative Team should also be involved in the development of performance targets (i.e.,) the level of change desired within a specified time frame		Specify HOW and WHEN the data will be collected and analyzed Data must be collected daily, weekly, or bi-weekly to ensure it is LEADING data Data which provides indirect measurement may be used in some cases		Data must be provided back to the Initiative/Design team so that modifications or improvements can be made in a timely manner (before the end of a term or academic year)	

Example: Career Counseling

Initial & Intermediary Outcomes	Performance Targets	Data Collection Sources/ Procedures	Analysis Methods	Person(s) Responsible	Due Dates
-X% of new students more knowledgeable of career options and major field of study best suited for them		-Brief questionnaire administered to new students prior to the start of the term	Quantitative analysis	IR office	
-X% of new students with a degree/academic plan prior to class registration		Date academic/degree plan created compared to date of registration by student	Descriptive data on # and % with plan by given date	Advising supervisor uses advising dashboard	
-X% advisors are more knowledgeable of labor market conditions associated with specific careers/major fields of study		Increase in use of labor market website by advisors (data for both metrics)	Comparison with benchmark or past use	Advising supervisor uses advising dashboard	
-Increase in number of advisors administering career assessments and using labor market data or related tools to guide students to a major field of study		# of advisors using career assessment with students	Comparison with benchmark or past use	Advising supervisor uses advising dashboard	

Step 4: Use Data To Make Changes

Review of data to determine **HOW WELL YOUR INSTITUTION DID** in relation to what you intended or expected to accomplish.

Did you reach your performance targets?

- IF YES, should a new performance target be set? And/or, if pilot, is it time to scale?
- IF NO, what changes can your institution make or what can you do differently to ensure accomplishment of intended outcomes?

Where to Learn More

Achieving the Dream's iPASS Webpage
www.achievingthedream.org/iPASS

iPASS and Student Success-Related Blogs
http://er.educause.edu/columns/transforming-higher-ed

- Dr. Karen Stout's lessons learned on communicating your student success vision: http://er.educause.edu/blogs/2016/3/reflections-on-communicating-a-vision-for-ipass-reforms

CCRC Research
http://ccrc.tc.columbia.edu/research-project/integrated-planning-and-advising-services.html

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Join us at DREAM 2018 for More Integrated Student Support Workshops!

2018 DREAM

February 20 – 23, 2018 Nashville, Tennessee

- Full-Day Pre-Institute: Orient your Colleagues to this work!
- Half-Day Pre-Institute: For teams that attended our national Integrated Advising & student Support Institute in October 2017
- Plus, a thread of sessions throughout the DREAM program on:
  - Advisor Protocols and Toolbox for Developmental Discussions
  - Launching Your Student Support Redesign
  - Lessons Learned from iPASS grantees
  - Student-Ready Policy and Process Design
  - Findings from CCCSE's Survey on Student Experience of Advising

Learn more and register at www.achievingthedream.org/DREAM2018

Homework to be completed before March 2, 2017:

- Discovery Inventory – last 2 columns
- Advising Rubric
- Process Map (training on 11.28.17)

Upcoming Re-designing Advising and Student Support Events

Date/Time/Location	Event
11.28.17 from 2:00 p.m. – 3:00 p.m. via Zoom	Process Mapping, presented by Sabrina Mathues
2.1.18 from 1:00 p.m. – 2:00 p.m. via Zoom	Action Planning and Progress Tracking by Mei-Yen Ireland, ATD
3.2.18 from 9:30 a.m. – 3:00 p.m. at Middlesex County College	Re-designing Advising and Student Support: Implementation Institute Part 2 by Mei-Yen Ireland, ATD
4.5.18 from 3:00 p.m. – 4:00 p.m. via Zoom	Overcoming Challenges and Next Steps for Institutionalizing Change, by Mei-Yen Ireland, ATD
4.13.18 from 9:00 a.m. – 3:00 p.m., at Middlesex County College	Career Conference

Thank You!