

# Student Services

— Admissions

— Registration

— Financial Aid

## Re-Designing Advising & Student Supports Institute #2

New Jersey Student Success Center

March 2, 2018



Achieving  
the Dream™

Community Colleges Count

# Institute #2 Outcomes

1. Refining college's vision and goals for their student support redesign within their guided pathways work.
2. Developing a strong start to an action plan for executing on the colleges' vision and goals.
3. Ensuring colleges know where and how to access additional tools, resources, and support.

# Agenda

- Analysis of Progress and Challenges
- Changing Processes to Support New Behaviors
- Strategy Execution and Action Plan
- Using Data to Inform Refinement of Your Work

# Five-Minute Flash Recap

# The Challenge

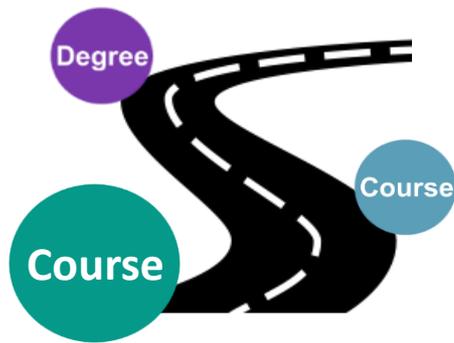
- Services and supports are fragmented.
- Students receive generic support from generalist advisors—or no one.
- It's more efficient to provide information than build students' metacognitive skills.
- We tend to take an “inoculation approach” to providing support.
- Decreasing revenue from enrollments 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.

# Integrated Student Supports

Seamless, personalized, and integrated student experience in which all students...

- Are supported in early and intentional development of *academic, career, and financial plans*.
- Only have to *tell their story “once.”*
- Are proactively connected to and empowered to access *resources to balance work, school and family*.
- *Believe they belong on campus.*

# Integrated 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/HolisticStudentSupports](http://www.achievingthedream.org/HolisticStudentSupports)

# 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.

# Institutional Practices for Integrated Student Supports



Establishing shared responsibility



Building meaningful relationships



Monitoring student progress and needs



Leveraging targeted data and technology across the institution



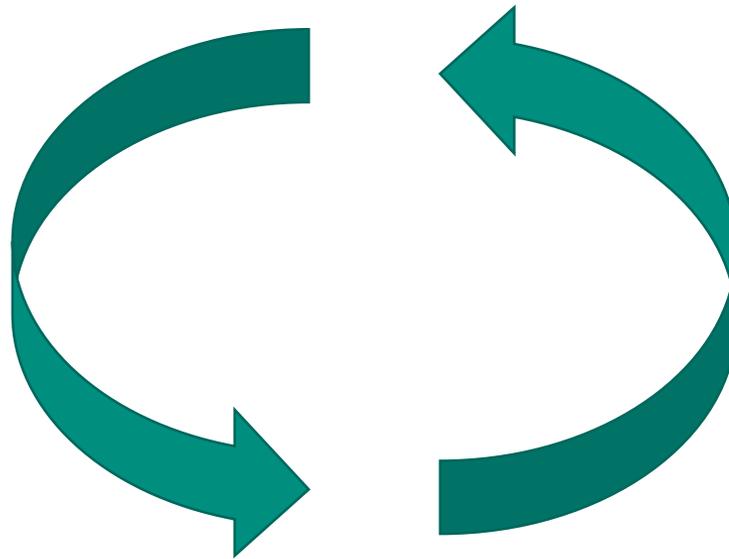
Reimagining policies and practices

# Achieving the Dream's Equity Statement

*“...equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience.”*

## Individual-Level Equity Interventions

- Training
- Affinity groups
- Safe spaces
- Common readers and discussions



## Systemic Equity Actions

Changes to:

- Policies
- Structures/hierarchy /governance
- Processes
- Culture

# Analysis of Progress and Visioning

See Pages 1-3 of Your Activity Worksheet

# Changing Processes to Support New Behaviors

# Process Changes

Based on our vision:

TTC will transform the student experience to include effective onboarding, career and academic advising that contributes to each student achieving their personal, professional, and/or career goals.

# Process Changes

- Creation of the student Hub
- Students start at TTC with a Navigator
- Students complete an interest inventory
- Students do not go through Orientation
- Students have an academic plan
- Students will transition to their faculty advisor based on a transition protocol

# The Hub

- One-stop for students
  - Eliminates the “run around”
- Navigators see students in The Hub
- First touch/high touch
- Consistent point of contact for students
- Cross trained Navigators

# Students Start With A Navigator

- Previously decentralized advising model with faculty advisors
- Currently we have a shared model that combines Navigators and Faculty in unique combinations
- Navigator is an onboarding specialist, a generalist and an early academic advisor
- Navigators help students do the following:
  - Complete application paperwork
  - Help student get started with FAFSA
  - Early career advice
  - Academic planning
  - Course selection
    - the application process

# Interest Inventory

- Serves as early career assessment
- Part of our software platform that briefly allows self-identification of goals, interests and strengths
- Relates the student's input to possible metamajor matches
- These metamajors then map to our own programs of study
- Allows for important conversations in cases of misalignment of goals/strengths to program of study

# No Orientation

- Drinking from a firehose
- Very little retained
- Not delivered when they need it
- Software allows us to create a series of events that are timed to specific points in the semester
- Delivers information to students when they need it

# Academic Planning

- All students are encouraged to create an academic plan
- This is not necessarily a new practice but the consistency and the format is different
  - Paper versus electronic
- This has caused us to look carefully how we sequence courses
- This has caused us to change how we plan courses and offer them to students
  - We have gone to a 12 month schedule
  - We will be more intentional about our course offerings

# Transition Protocols

- “Customized” plans created with the help of faculty that dictate when a student transitions from a Navigator to a Faculty advisor
- Set menu of options has evolved
- Faculty have release time to work with the Navigators
- Navigators train with program faculty
- Program faculty are trained in the Hub and on the platform
- Builds trust and collaboration
- Has helped with buy-in from faculty

# Strategy Execution and Action Plan

# *Five Principles of Strategy Execution*

# Principle One

A strong vision that is concise, clear, and understood by all stakeholders.

*“Clarity around the WHY is essential for engagement.”*

---Simon Simek, *How Great Leaders Inspire Action*

*“Don’t rush vision. It needs real clarity and purpose.”*

---Lori Suddick, Northeast Wisconsin Technical College

# Elements of a Strong Vision Statement

How can we create strong vision statement for advising reform that supports the entire student experience?

- Clearly align your vision with the institution's strategic direction
- Address questions: Why change? Why now? What will look different if you change? What are the risks of not changing?
- All stakeholders are able to comfortably explain your vision and see their role in the vision

# Hindsight is 20/20: Visioning Lessons

- True transformative change is more resource intensive than we usually think at the beginning
- 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"*

# Principle Two

Gain a deep understanding of the student experience through qualitative and quantitative data.

*“Dr. Stout, for me, retention is tomorrow.”*

--Montgomery County Community College student



# Student Experience Map



# Student Experience Map



# 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

# Putting Students on their Path to Success

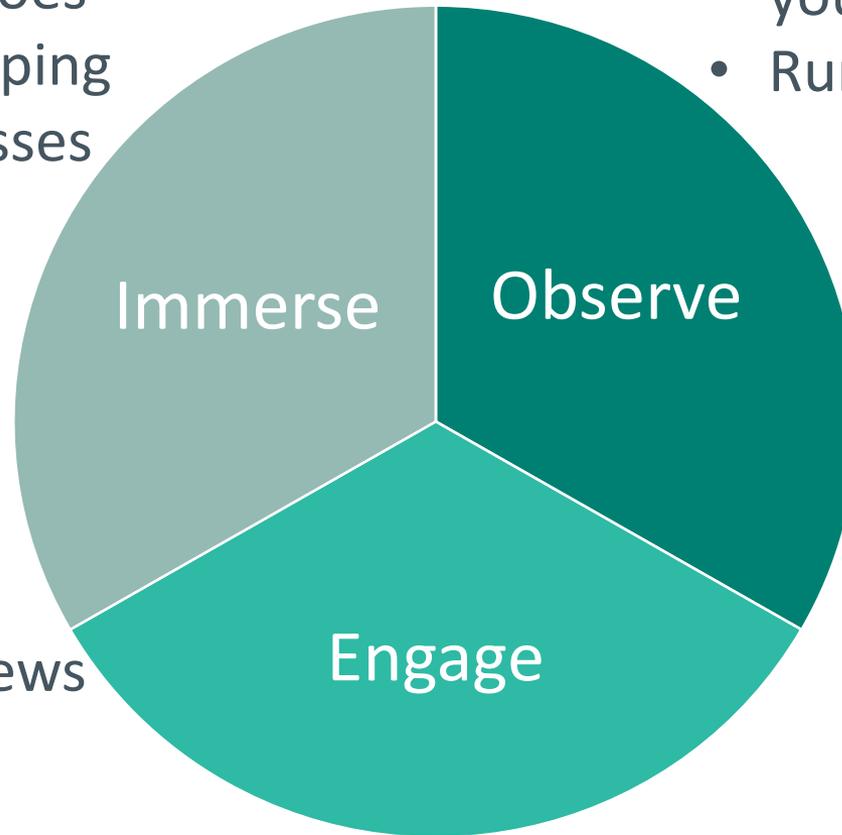
Students excel when they are engaged in their own learning, for example when they

- were more challenged academically;
- reported more active and collaborative learning activities;
- interacted more frequently with faculty;
- perceived the campus environment as being more supportive;
- gained more from their first year of college; and
- were more satisfied overall with the college experience.

# Understanding the Student Experience

- Shadowing
- 'Walk in their Shoes' or Mystery Shopping
- Map your Processes

- Observe students using your services
- Run a simulation



- In-Depth Interviews
- Focus Groups
- Surveys
- On the Spot Micro Survey

# Principle Three

Develop a unified team working collaboratively toward the same vision.



*“Traditional structures meet daily demands, but they are not built for organizations to remain relevant in a world of constant turbulence and disruption.”*

---- From John Kotter’s Accelerate: Building Strategic Ability For a Fast Moving World (2014)

# Moving Beyond “Buy-In”

- Need more than acceptance (or lack of resistance)
- Passive non-compliance is far more dangerous than active resistance
- Co-ownership is required for durable success
- “All hands on deck” not just for the work but also for a healthy, positive climate

(Kadlec, 2017)

# Stakeholder Roles

- Change sponsors authorize change
- Change agents enact change
- Change targets are asked to do things differently
- Change advocates champion change and garner buy-in

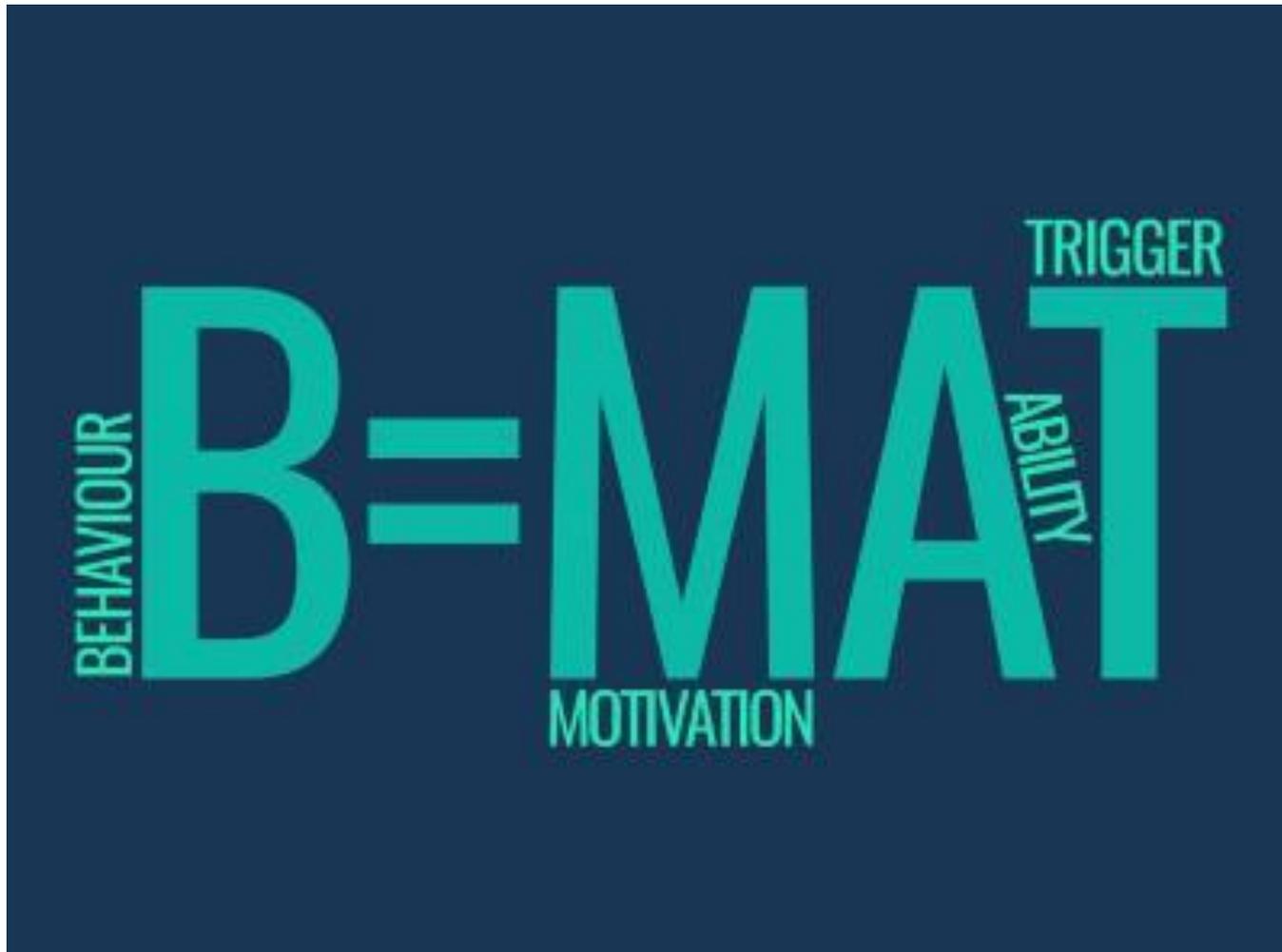
# Principle Four

Implement structures and processes that encourage collaboration, behavior change, and communication.

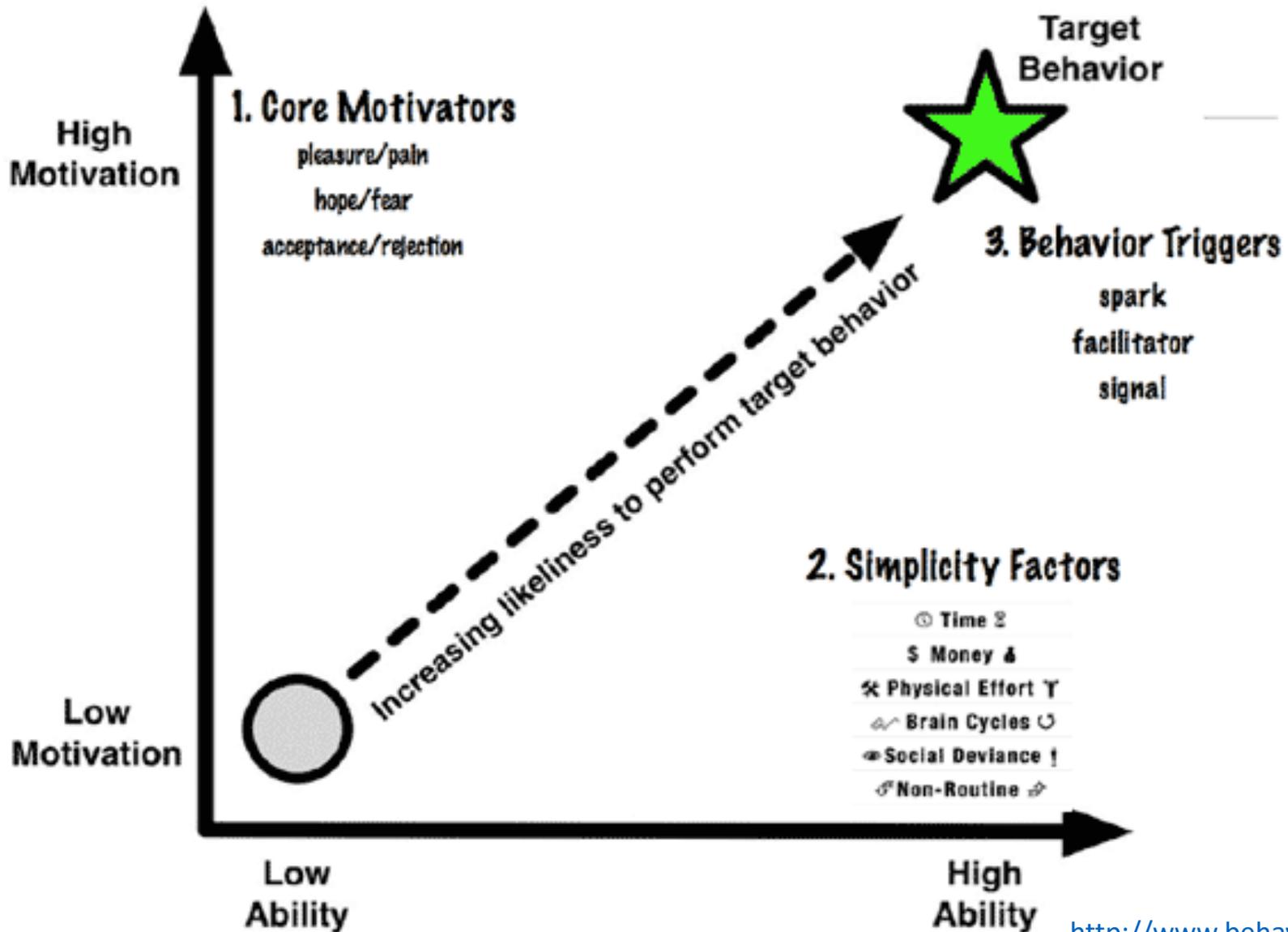
*“Execution is the result of thousands of decisions made every day by employees acting according to the information they have and their own self-interest.”*

---HBR: “Secrets to successful strategy execution”

# Fogg's Behavior Model



# Fogg's Behavior Model



Source:

<http://www.behaviormodel.org>

# Principle Five

Closely monitor how the work is progressing and the impact of your efforts from the beginning.

# Activity: Key Milestones & Action Steps

Select ONE of the goals you identified on page 3 to focus on for the next activities. Then, for that goal:

1. Identify key milestones for the next 2-3 years.
2. Identify specific action steps you need to take to reach these milestones over the next **SIX MONTHS**.

Pages 4-6 of your handout

# Using Data to Inform Refinement of Your Work

# 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 new student data we have access to through new 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?



# 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>

# Example: Community College of Philadelphia

## Structural Change

- Single-sign for all student success technologies.
- Policy reforms, such as mandatory advisor meetings at enrollment and prior to any course withdrawal, and assigning advisors to programs.
- Reallocated funding to allow new staffing lines and more support for student services.

## Process Change

- Multiple trainings in multiple modalities
- Now that advisors are connected to specific academic programs and have access to case notes, they are able to provide program-focused advising rather than general support.

## Attitudinal Change

- Shifted its focus on technology-led reform to people-process redesign.
- Shifted from viewing advising reform as a discrete initiative to understanding that it was one element of a larger goal—helping all students succeed.
- Leaders centered the student experience when communicating about student services redesign

# 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.

# Example: Community College of Philadelphia



## Insight

Part-time students taking 9 credits were more likely to succeed than part-time students taking fewer credits



## Action

Advisors now work with part-time students to help them take 9 credits instead of 6 credits, when possible

# Example: Community College of Philadelphia



## Insight

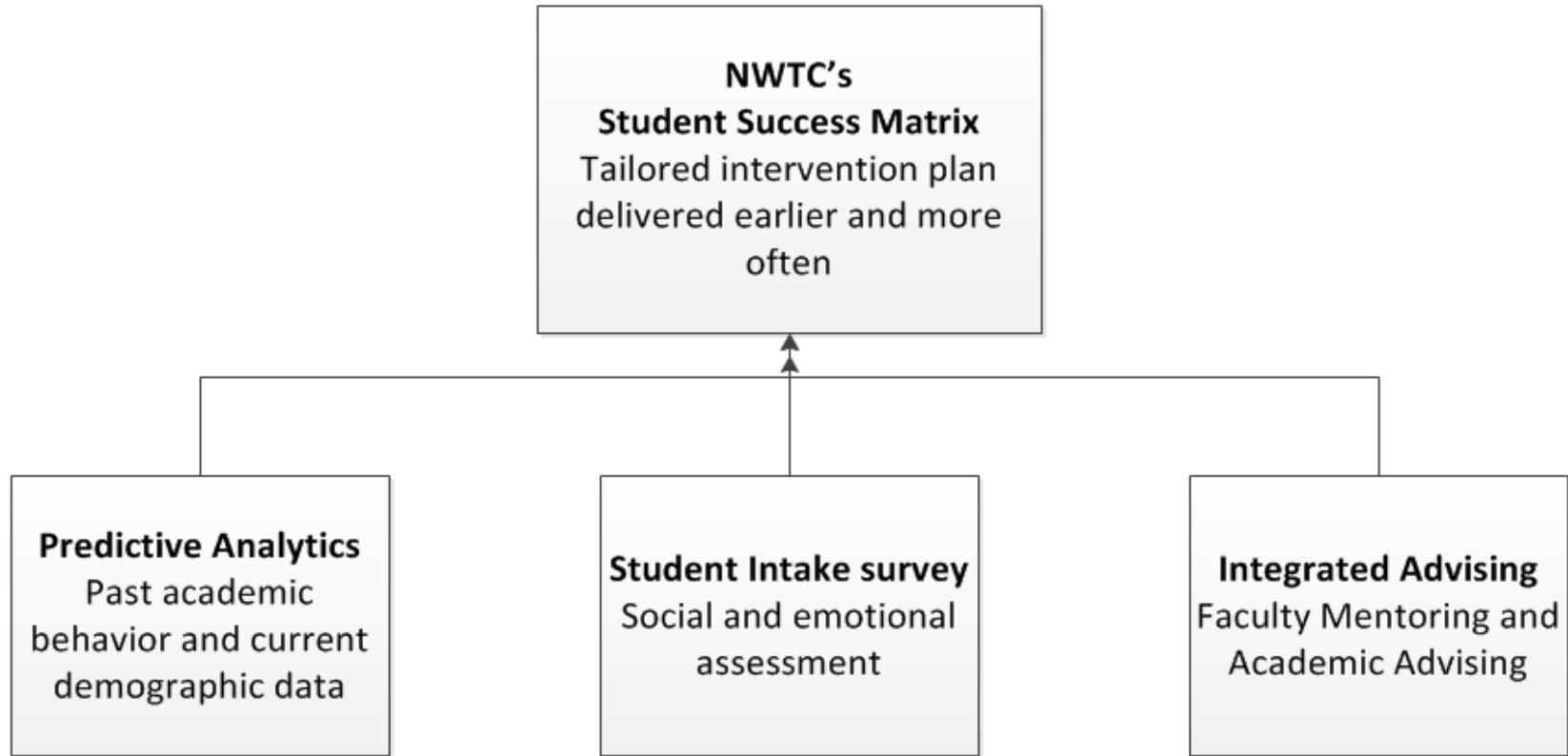
Adoption of early alert tool was lower than expected in 2015-16



## Action

New training options, including videos and peer training, were provided to faculty and staff to provide just-in-time support. An expectation of use was made explicit by administration

# Example: Northeast Wisconsin Technical College



# Example: Northeast Wisconsin Technical College

Examples of metrics tracked:

- Closure Rates of Integrated Advising/Faculty Mentoring to-do items in Starfish
- Number of intake surveys completed during new student registration
- Closure rates of intake referrals by engaging with students with identified risk
- Measuring the re-enrollment of students with identified risks
- Student and staff satisfaction surveys on process and impact of work
- Reviewing leading and lagging indicators on a weekly basis

# Example: Northeast Wisconsin Technical College



## Insight

Predictive data showed that students who changed credits during a term were much less likely to complete their credential



## Action

Added advisors to the automatic e-mail sent from PeopleSoft notifying of a schedule change so they know when a student is dropping a course

# Example: Northeast Wisconsin Technical College



## Insight

New students meeting with faculty in their first semester are more likely to persist by about ten percentage points



## Action

All full-time faculty must meet with their caseload of new students during their first semester to serve as a mentor

# Activity: Tracking Implementation Progress

- Identify 5-6 changes that may be necessary to reach the goal you selected for the previous activity.
  - Consider changes to structures, processes/behaviors, and attitudes/culture.
  
- Then, answer the following question for each change:
  - How will we know we're on the right track...
    - After 1 week?
    - After 1 term/semester?
    - After 1 year?

Pages 7-8 of your handout

# Resources to Support your Redesign

# What's Next

Date/Time/Location	Event
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 Achieving the Dream
4.5.18 from 3:00 p.m. – 4:00 p.m. via Zoom	Overcoming Challenges and Next Steps for Institutionalizing Change, Achieving the Dream
4.13.18 from 9:00 a.m. – 3:00 p.m., at Middlesex County College	Career Conference

# Resources to Support Your Redesign

- ATD's Toolkit and Implementation Service:  
[www.achievingthedream.org/holisticstudentsupports](http://www.achievingthedream.org/holisticstudentsupports)
- CCRC's iPASS Research: <https://ccrc.tc.columbia.edu/research-project/integrated-planning-and-advising-services.html>
- Achieving the Dream Network Colleges and Coaching:
  - Contact Julia Lawton at [jlawton@achievingthedream.org](mailto:jlawton@achievingthedream.org)



# 2018 HOLISTIC STUDENT SUPPORT INSTITUTE

## SAVE THE DATE

OCTOBER 8 - 11, 2018 • ST. LOUIS, MISSOURI

How do we support every student in achieving their academic, career, and personal goals? What services are needed? How should they be delivered? How do we get students to use the services they need?

Join over 300 colleagues to learn from Achieving the Dream's framework and strategies for student support redesign and apply national best practices and research for designing student-centered supports on your own campus.

This is an action-oriented working institute designed for teams of four or more.



Achieving the Dream™

Registration opens  
early April!

# A New Offering to Strengthen Student Outcomes

## Partner with Achieving the Dream to Accelerate Implementation



### Customized Support Team

College is assigned a support team of coaches, ATD staff, and experts based on their unique needs and goals



### Opportunity Analysis

Onsite discovery and process mapping activities that provide an assessment of top student pain points and college strengths.



### Prioritized Action Plan

Borrowing from the results of the opportunity analysis, we facilitate a planning process with college leadership.

## Sustained Implementation Support

Your support team helps the college execute on the action plan, providing consultative guidance, aiding project management, and maintaining momentum

# Examples of Sustained Implementation Support

## Helping Colleges Achieve Their Student Support Goals



### **Change Leadership and Case-Making**

Through workshops and webinars we generate enthusiasm for the redesign process and position middle managers as key drivers of change.



### **Improving Student Success Technology Use**

In partnership with experts, we help institutions better align software with college processes and make sense of today's technology landscape.



### **Communication and Workflow Mapping**

To support colleges in executing student-centered reform efforts, we help colleges better understand how to strengthen student communications.



### **In-Depth Interviews and Secret Shopping**

For colleges beginning redesign efforts, we deploy more in-depth research strategies to understand and capture the current student experience.

Thank You!