New Jersey Advising Redesign Institute #2: Activity Worksheet

March 2, 2018

This worksheet contains the activities your team will be completing throughout this institute. It can be downloaded in Word to enable you to write live on your laptop at <http://bit.ly/2GOx2gx>

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| Analysis of Progress and Challenges | 10:00 – 11:00 am |

# Reflecting on Your Progress Since Institute #1

Take 10 minutes to discuss the following questions with your team to reflect on your progress since Institute #1 in October.

* What 2-3 achievements or actions taken since Institute #1 are you most proud of? Think back to the next steps and goals your team developed at the end of the first institute (activity worksheet titled: Beginning to Plan for Action)
* How do you feel about your redesign efforts now after being back on campus for 4 months?
* What are your biggest challenges for moving forward? What do you feel you need now to help move you forward in your efforts?

*If you have completed the second two columns of the Discovery Inventory*, discuss the following with your team:

* What did you learn about your current student experience from completing the pre-work?
* What were the biggest obstacles for students identified through your pre-work?
* When you look at the “ideal” column, what are the top five (or highest priority) areas that you think your institution should focus on in the redesign work?

Articulate the Ideal Student Support Experience

Drawing on your knowledge of integrated student support redesign, your student needs, your Discovery Inventory worksheet, and any other related plans/materials, list specific components of the ideal student support experience that are the priorities for your institution. Your components should:

1. Focus on continued student development and learning while positively address your students’ challenges/obstacles.
2. Leverage your institution’s strengths.
3. Address areas for improvement in the student experience and institutional practices.
4. Be written in plain, clear language, free of jargon and acronyms.

*Note: If your institution has already created a vision, use it to inform the components.*

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| **Components of the ideal experience you want for your students** |
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# Set Your Overarching Goals

Using your notes on the ideal student experience and your completed Discovery Inventory, identify three overarching goals that, if accomplished, would help bring your ideal to reality. Make sure your goals are action-oriented and try to make them bold (i.e. likely to have a significant impact) yet discrete (i.e. not so broad as to be devoid of meaning or open to interpretation.) *Example: Every student will create a career, academic, and financial plan in their first semester.*

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| **GOAL ONE** |  |
| **GOAL TWO** |  |
| **GOAL THREE** |  |

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| Strategy Execution and Action Plan | 12:45 – 2:00 pm |

# Action Plan

Select **ONE** of the goals you identified on page 3 to focus on for the next activities. Then, for that goal, identify key milestones for the next 2-3 years.

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| **Restate the Goal:**  |
| **Key Milestones for the Next 2-3 Years** |
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Next, complete the following table noting key action steps to take to achieve these milestones **over the next 6 months**.

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| Action Step  | Individual Responsible for Making this Happen | Individuals Tasked with Supporting the Lead  | Others to Call Upon for Input | Start Date | End Date | Evaluation Metrics |
| *List one next step per row* | *Ideally this is one person*  | *This group should be relatively small* | *This group may be larger than previous group* | *When should this Action Step begin?* | *When should this Action Step be complete?* | *How will you know it has been done? How will you know it has been done well?* |
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| Using Data to Inform Refinement of Your Work | 2:00 – 3:00 pm |

Identify 5-6 changes that may be necessary to reach the goal you were working on for the previous section. Consider changes to structures, processes/behaviors, and attitudes/culture. (See Chapter 8 in the Toolkit for a list of example measures).

* **Structural Change:** Organizational and/or policy changes (e.g., co-locating or merging enrollment services and career services into one interconnected unit or department)
* **Process Change:** Changes in behaviors and the way people interact with systems and business practices (e.g., advisors shift from registration clerks to approach advising as teaching)
* **Attitudinal Change:** Occurs when individuals understand their work and view work processes in new ways (e.g., agreement among faculty and staff that academic and non-academic supports must be connected)

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| **Change** | **How will we know we’re on the right track…** |
| **After 1 week?** | **After 1 semester?** | **After 1 year?** |
| *Example: Advisors engage new students in career exploration during their first semester.* | *Advisors are aware of the change.* | *50% of new students report having had career conversations with their advisor.**Advisors are more knowledgeable about how to engage students in career discussions.* | *New students are more likely to declare a major early on.**60% of new students have developed a career plan that is aligned with their chosen program of study.*  |
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