Transforming advising: Lessons from iPASS

2016 DREAM Conference

Melinda Mechur Karp, Ph.D.
February 24, 2016

@MelindaKarp
@CommunityCCRC
Community College Research Center

A leading independent authority on two-year colleges based at Teachers College, Columbia University. Founded in 1996, CCRC conducts research on the issues affecting community colleges and works with colleges and states to improve student success and institutional performance.

Areas of research include:
• The role of the community college
• High school to college transitions
• Developmental education & adult basic skills
• Student services and financial aid
• Online learning and instructional technology
• Student persistence, completion, & transfer
• College to career and workforce education
• Improving institutional performance
Transforming advising: Lessons from iPSS

1. What is iPASS and where do our data come from?
2. Transformative reform: A definition and a framework
3. Transformation in advising and student supports
4. Findings: Underpinnings of transformation
5. Leadership for transformative reform
iPASS uses technology to promote, support, and sustain long-term intrusive and holistic advising relationships. Using technology enables personnel throughout the college to engage in advising and student support relationships that

a) approach student support as a teaching function;
b) touch students on a regular basis and
c) connect them to the information and services they need when they need them, in order to keep students on track to graduation.
Integrated Planning and Advising for Student Success (iPASS)
Research Design

• **Case Study:** A qualitative research approach that involves in-depth exploration of individual cases (e.g., instances, systems, colleges, etc.) and identification of patterns across multiple cases.
  – Interviews with approximately 100 administrators, project personnel, and end-users

• **Pre & Post Implementation Design:** Data collection at the beginning and end of the project in order to assess changes over time.

Fall 2013: 1st Site Visit
Spring 2014: Mid-project phone calls
Jan. - Feb. 2015: 2nd site visit
# Data Sources: Implementation and User Adoption of IPAS

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Participants</th>
<th>Interview Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2013</strong></td>
<td>101 administrators, key personnel, and end users</td>
<td>Knowledge of IPAS, vision for IPAS reform, approach to implementing IPAS. End users only: intentions to use IPAS, guided observation of advising task</td>
</tr>
<tr>
<td></td>
<td>18 student focus groups</td>
<td>Experiences with advising and student services, preferences for in-person versus technological support</td>
</tr>
<tr>
<td><strong>Spring 2015</strong></td>
<td>89 administrators, key personnel, and end users</td>
<td>Progress with on-going implementation and adoption of IPAS</td>
</tr>
<tr>
<td></td>
<td>9 student focus groups</td>
<td>Experiences with advising, student services, and IPAS</td>
</tr>
</tbody>
</table>
The old reform paradigm has not worked.

Community college completion rates
(source: NCES)
Transformative Change Framework

- Structural change
- Process change
- Attitudinal change

Transformative change
Advising reform as transformation

Registration clerks

Assigned coaches

Developmental advising

Case management

Student support as an institutional priority

Personalized, sustained support
Institutional transformation of advising and student support

<table>
<thead>
<tr>
<th>Structures</th>
<th>Focus on enrollment and registration</th>
<th>Policies and procedures that support SSIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processes</td>
<td>Advisors as registration clerks</td>
<td>Advisors as teachers</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Norms of efficiency and non-integrated support</td>
<td>Broad ownership of student support, iPASS, and SSIP</td>
</tr>
</tbody>
</table>
Crescent College (no transformation)

- **Structures**: Focus on enrollment and registration
- **Processes**: Advisors as registration clerks
- **Attitudes**: Norms of efficiency and non-integrated support

- **Policies and procedures that support SSIP**
- **Advisors as teachers**
- **Broad ownership of student support, iPASS, and SSIP**

Lakeside College (transformation)

- **Structures**: Focus on enrollment and registration
- **Processes**: Advisors as registration clerks
- **Attitudes**: Norms of efficiency and non-integrated support

- **Policies and procedures that support SSIP**
- **Advisors as teachers**
- **Broad ownership of student support, iPASS, and SSIP**
Supporting transformation: College culture

Student success is everyone’s responsibility

- Policies
- Practices
- Decision-making
- Mission
- Roles
- Professional identity
Supporting transformation: Urgency and Vision

• Community members agree that it’s time to try something different.

  We’re doing all this—muscle.
  It’s supposed to be something, you know,
  return on that investment,
  and I think we’ve gone up just about two points…”

• Community members hold a clear, actionable, uniform vision of what they want to accomplish—and how to get there.

  That way they will sit down with the advisor
  and they won't have to start from scratch.
  They can open it up and go, “Okay yeah,
  it looks like you are taking this class, why?”
Four leadership types

- **Visionary**: Both institutional leaders and project leaders focused on transformation.

- **Presidential**: Institutional leaders were transformation-focused, but project-leaders were technically-focused.

- **Divided**: Institutional leaders were technically-focused, but project leaders were transformational.

- **Technological**: Both institutional leaders and project leaders were technically-focused.
### Transformation and leadership type

<table>
<thead>
<tr>
<th>Community</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crescent</td>
<td>Technological</td>
</tr>
<tr>
<td>Lakeside</td>
<td>Visionary</td>
</tr>
<tr>
<td>Harbor</td>
<td>Visionary</td>
</tr>
<tr>
<td>Forest Hill</td>
<td>Technological</td>
</tr>
<tr>
<td>Treetop</td>
<td>Divided</td>
</tr>
<tr>
<td>Bluffview</td>
<td>Visionary</td>
</tr>
</tbody>
</table>
Leadership approach can change over time

<table>
<thead>
<tr>
<th>College</th>
<th>2013:</th>
<th>2015:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crescent</td>
<td>Technological</td>
<td>Technological</td>
</tr>
<tr>
<td>Lakeside</td>
<td>Presidential</td>
<td>Visionary</td>
</tr>
<tr>
<td>Harbor</td>
<td>Divided</td>
<td>Visionary</td>
</tr>
<tr>
<td>Forest Hill</td>
<td>Presidential</td>
<td>Technological</td>
</tr>
<tr>
<td>Treetop</td>
<td>Divided</td>
<td>Divided</td>
</tr>
<tr>
<td>Bluffview</td>
<td>Visionary</td>
<td>Visionary</td>
</tr>
</tbody>
</table>
Leadership at Lakeside College, 2013
Leadership at Lakeside College, 2015
Transformation at Lakeside College

**Structures**
- Focus on enrollment and registration
- Policies and procedures that support SSIP

**Processes**
- Advisors as registration clerks
- Advisors as teachers

**Attitudes**
- Norms of efficiency and non-integrated support
- Broad ownership of student support, iPASS, and SSIP
For more information

Please visit us on the web at

http://ccrc.tc.columbia.edu

where you can download presentations, reports, and briefs, and sign-up for news announcements. We’re also on Facebook and Twitter.

Community College Research Center
Teachers College, Columbia University
525 West 120th Street, Box 174, New York, NY 10027
E-mail: ccrc@columbia.edu Telephone: 212.678.3091