Getting to Results with Technology-Mediated Advising: Lessons from iPASS

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@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
Northeast Wisconsin Technical College

- 3 campuses
- 5 Regional Centers
- 42,000 students
- 8,000 degree students
- 7,000 FTE
- 100+ degrees and diplomas
- 270 full-time faculty
- 1,200 adjunct faculty
Getting to Results with Technology-Mediated Advising: Lessons from iPASS

1. What is iPASS?
2. Where to start?
3. From theory of change to transformative reform
4. Formalizing your vision
5. Key research findings & lessons
Integrated Planning and Advising for Student Success (iPASS)

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)
Where to Start?

Activity # 1: Pair-Share

Describe the goal(s) of iPASS at your institution?
A Basic Theory of Change

- Resources/Activities/Systems
- Outputs
- Short-Term Outcomes
- Medium-Term Outcomes
- Long-Term Outcomes
A Basic Theory of Change (with examples)

iPASS → # of alerts; # of students completing a plan → # of students attending tutoring; following-up w/ advisor

course completion; semester-to-semester retention → year-to-year retention; graduation
However, the old reform paradigm has not worked.
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NWTC’s iPASS approach

Early notification = early behavior change = STUDENT SUCCESS

Pre-iPASS
• Data locked in silos
• Observations trapped in divisions
• Difficult to know what is working

Post-iPASS
• Top-down and bottom-up culture change
• Students see the benefit
• Wide deployment and buy-in
• Continuous improvement
Transformative Change Framework
Activity #2: Small Group Discussion

What will advising look like once iPASS is deployed?

- How will advisors/faculty advisors do their jobs?
- What tasks will advisors/faculty advisors engage in regularly?
- Remember, clarity is key!

Questions to consider:
- How will advisors reach out to students? Track student interactions?
- How will advisors ensure “compliance”? (e.g., tutoring follow-up, registering for appropriate classes, attending class regularly, etc.)
- What if 100% of students responded to 100% of alerts? Capacity to support?
- What do students want? Need? Have you asked?
- Are students even receptive to alerts? What is the tone of your messages?
Activity #2: Small Group Discussion

One more question!

Does your vision for the new technology apply to current processes and structures?

OR...

Does your vision apply to an ideal, future vision for advising and student support?
Research Example:  
Institutional transformation of advising and student support

- **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
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**
Getting to Results: Key Lessons

1. Plan for process change from the outset.

2. Specify the needs that iPASS will address.

3. Develop and communicate an actionable vision of benefits.
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.

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