Transforming Advising within a Guided Pathways Context

Melinda Mechur Karp, Ph.D.
September 30, 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
Pathways and advising
Guided Pathways Practice Areas

- Clarifying curricular paths
- Helping students get on a path
- Keeping students on a path
- Ensuring learning
Advising and student support are the architecture underneath guided pathways.

- Program Planning
- Counseling & Coaching
- Early Alert
- Analytics & Integrated LMS
Advising redesign
Status quo advising

Advising reform in a pathways context

- Ad hoc
- First year focus
- Voluntary
- Temporal

What path?
Is this student on a path?
How do I help THIS student?
Is this student learning?

Advisor as registration clerk
A continuum

Advising as registration

Holistic intake

Sustained, personalized support
What we are driving towards: SSIP

**Sustained**
Ongoing support rather than an “inoculation” approach

**Strategic**
Differentiated services to maximize capacity

**Intrusive and integrated**
Services are an integral part of all students’ experiences, and are not viewed as stand-alone interventions.

**Personalized**
Students receive the support they need when they need it, from an individual who knows them well.
Making SSIP a reality

- Registration clerks
- Assigned advisors
- Developmental advising
- Case management
- Student support as an institutional priority

Personalized, sustained support
Advising-as-teaching

- Advisors assume role akin to a teacher; facilitate interactive dialogue

- Scaffold student learning in four areas:
  - Information (e.g. how to find administrative details like when a FAFSA is due)
  - Skills (e.g. how to use a web-based tool to register for classes)
  - Cognitive development (e.g. making meaning of how courses relate to career plans)
  - Affective support (e.g. helping students identify a connection to the institution)
Advising reform is transformative change
Dimensions of organizations

Structures
Attitudes
Processes
Transformative Change Framework

Structural change

Process change

Attitudinal change

Transformative change
Shifting from registration-oriented to SSIP advising is transformative

- Assigned advisors
- Developmental advising
- Case management
- Student support as an institutional priority
- Personalized, sustained support

Registration clerks
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 and SSIP</td>
</tr>
</tbody>
</table>
Transforming advising: How?
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.

- **Pre & Post Implementation Design**: site visits near the beginning and end of the project in order to assess changes over time.
Organizational characteristics of transforming colleges
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.
Digging into transformation
Technology serves as an enabler.
Technology supports….

**Structural change**
- Assigned advisors
- Procedures for case notes
- Sharing information across silos

**Procedural change**
- Advising as teaching
- Problem solving and metacognitive development

**Attitudinal change**
- What it means to advise
- Who is supposed to advise
Process change is the hardest part

• How do we conceptualize “advising as teaching” in practice?

• Use codified tools to guide advising practice
  – Learning objectives
    • Guide students to develop the critical thinking skills to select a program of study based on their interests, abilities, and career and life goals
  – Script with guiding questions
    • “What are you passionate about outside of the classroom?”
    • “How has enrollment in xxx college changed your relationships at home or work?”

• Use technology-based information for strategic, personalized advising
  • E.g. Reference risk information to develop plan for improving students’ academic behaviors
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