What does technology-mediated advising (iPASS) look like in practice?

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FRESNO STATE

UNC CHARLOTTE

Montgomery County Community College
Agenda

• iPASS overview
• Study design
• Introduction to research sites
• Panel discussion
• Q&A
Integrated Planning and Advising for Student Success (iPASS)
Integrated Planning and Advising for Student Success (iPASS)

Degree Planning

Coaching & Advising

Early Alerts & Risk Targeting
Technology is necessary... but not sufficient

Technology Tools + Advising Practices = Integrated Planning and Advising for Student Success (iPASS)
iPASS: SSIPP

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

**Strategic**
Differentiated services to maximize capacity

**Integrated**
Services are not viewed as stand-alone interventions.

**Proactive**
Services are an integral part of all students’ experiences.

**Personalized**
Students receive the support they need when they need it, from an individual who knows them well.
Designing an iPASS-mediated advising intervention

Data-driven Outreach
(early alerts, self-analysis surveys)

Advising Session
(mandatory)
Study Design
# Study Design and Treatment Contrast

## Randomized Controlled Trial (RCT)

<table>
<thead>
<tr>
<th>Treatment (Intervention)</th>
<th>Control</th>
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</thead>
<tbody>
<tr>
<td>- Proactive engagement with iPASS tools and iPASS advising toolkit</td>
<td>- Access to iPASS tools and legacy advising interactions</td>
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<tr>
<td>- Sustained, Strategic, Intrusive and integrated, and Personalized (SSIP) advising procedures and interactions</td>
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Study Design

Research Questions

1. How do colleges design intensive iPASS interventions and communicate them for consistent advisor adoption?

2. What is the impact on student outcomes of proactive outreach regarding iPASS technologies and assessments, coupled with intensive, required iPASS advising, compared with the status quo condition of access to iPASS tools and advising, in which students do not engage systematically with iPASS components?
Who is in the Study?

Target Population
- “At-risk”
- continuing students

Total Sample: ~7000

- Cohort 1 (Spring 2017) ~5200 (2400 in the program)
  - UNCC 2,580 (1,290 in the program)
  - MCCC 2,082 (805 in the program)
  - CSU Fresno 602 (302 in the program)

- Cohort 2 (Fall 2017) ~ 2000
California State University Fresno
CSU Fresno: Fast Facts

- Located in San Joaquin Valley in central California
- One of the 23 campuses in the California State University (CSU) system
- 24,000+ students enrolled (21,000 undergraduate)
- Hispanic Serving Institution (HSI), 47.7% of students
- Just under 52% of our undergraduate students receive Federal Pell Grant
- 2,300+ full-time & part-time faculty
- 8 colleges
  - Jordan College of Agricultural Sciences & Technology
  - College of Arts & Humanities
  - Craig School of Business
  - Kremen School of Education & Human Development
  - Lyles College of Engineering
  - College of Health & Human Services
  - College of Science and Mathematics
  - College of Social Sciences
- 66 undergraduate degree programs offered
Peer mentors conduct strategic outreach in response to *early alert data*

- Use *Grades First* to identify flagged students twice throughout semester

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**At Risk Referrals**

Run report daily

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**1st Outreach**

Phone call within 24 hours of receiving alert. Record notes in *GradesFirst* (left message/spoke to student)

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**2nd Outreach**

Email within 3 days of 1st outreach asking for call back to discuss referral

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**3rd Outreach**

Phone call within 3 days of 2nd outreach. Record notes in *GradesFirst* (left message/spoke to student)
University of North Carolina at Charlotte
University of North Carolina Charlotte

• 28,000 Students
  – 22,000 Undergraduate
  – 7,000 Graduate (MA and Ph.D)
• ~ 50% Transfer
• ~ 40% 1st Gen
• ~ 70% on financial aid
## Making Analytics Actionable

<table>
<thead>
<tr>
<th>DATA-DRIVEN &amp; TARGETED MESSAGING</th>
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<tbody>
<tr>
<td>• Encourage excellence</td>
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<tr>
<td>• Assign a goal setting exercise</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>• Flag courses critical for major</td>
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<tr>
<td>• Identify success services</td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>• Emphasize importance of early alert flags</td>
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<td>• Push success services &amp; offer consultation</td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>• Reinforce need for active steps</td>
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<tr>
<td><strong>Week 8-9</strong></td>
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<tr>
<td>• REQUIRE RISK ADVISING - Mid-Term D / F s</td>
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<tr>
<td><strong>Fall 2017</strong></td>
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<tr>
<td>• Pre-semester outreach: What will change?</td>
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</tbody>
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Montgomery County Community College
MC3: Background

• Main campus located 20 miles NE of Philadelphia in suburban Blue Bell, PA
  – Virtual Campus, West Campus, Other Locations
• Offer more than 100 2-year degree and certificate programs
• ~18,000 students
• ~70% part-time
• ~50% transfer rate (six-year rate)
• AtD Leader College & Leah Meyer Austin Award
Advisors guide students in educational and career decisions using MyCareerPlan Tool provides summary report of career assessment that advisors can use to discuss career options with students.
Panel
Questions?
For more information

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