

Designing a “Toolbox” For Developmental Advising Leveraging Technology

Research Partners



Montgomery County Community College

- 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
- ~16,000 students
- ~70% part-time
- ~50% transfer rate (six-year rate)
- ATD Leader College & Leah Meyer Austin Award



Montgomery County
Community College

Research Context

- 26 institutions funded in 2015 by the Bill and Melinda Gates Foundation to implement advising technologies
 - Degree planning modules
 - Coaching; case management tools
 - Early alert systems
 - Predictive analytics
- CCRC and MDRC are conducting a randomized controlled trial study to assess impact of mandatory holistic, integrated and sustained student support strategies that leverage advising technologies on student outcomes
- Part of study is developing and disseminating **intervention tools** in collaboration with college partners

Session Objectives

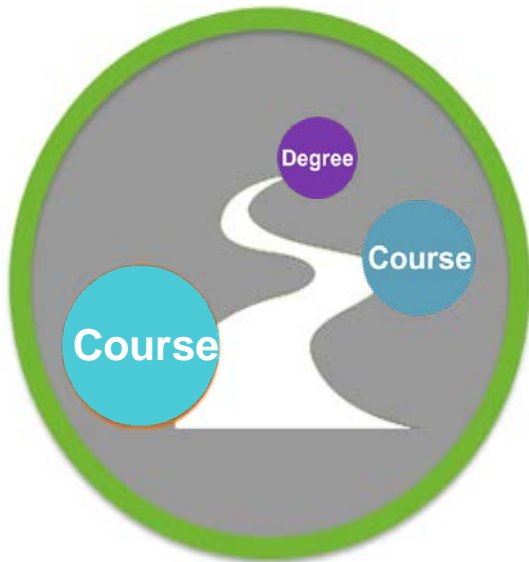
- Introduce an advising “toolbox” to facilitate learning-centered interactions
- Share one college’s experience designing and applying an advising “toolbox” to support learning-centered advising sessions
- Consider “toolbox” application to other institutions via discussion and questions

Agenda

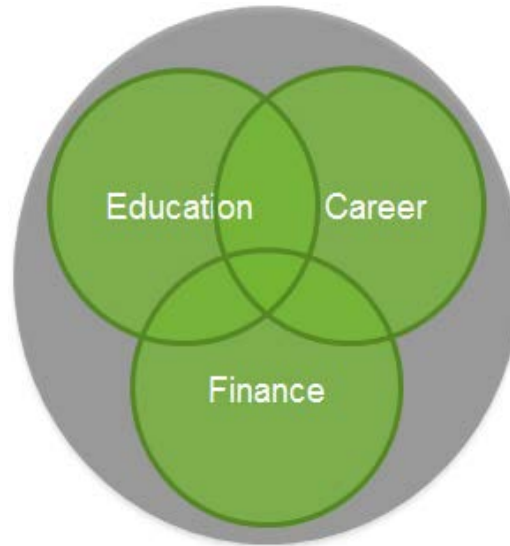
- Motivation and Background
- Elements of an Advising “Toolbox”
- Overview of MontCo’s “Toolbox” Design
- Creating a “Toolbox”: Interactive Session
- Implementation Successes and Challenges at MontCo
- Q&A

Background

Technology-Mediated Advising



**Degree
Planning**



**Coaching &
Advising**



**Early Alerts
& Risk
Targeting**

Holistic student support is structured and delivered according to a SSIPP model

Sustained

Support is ongoing, rather than using an “inoculation” approach.

Strategic

Services are differentiated to maximize capacity.

Integrated

Services are not viewed as stand-alone interventions.

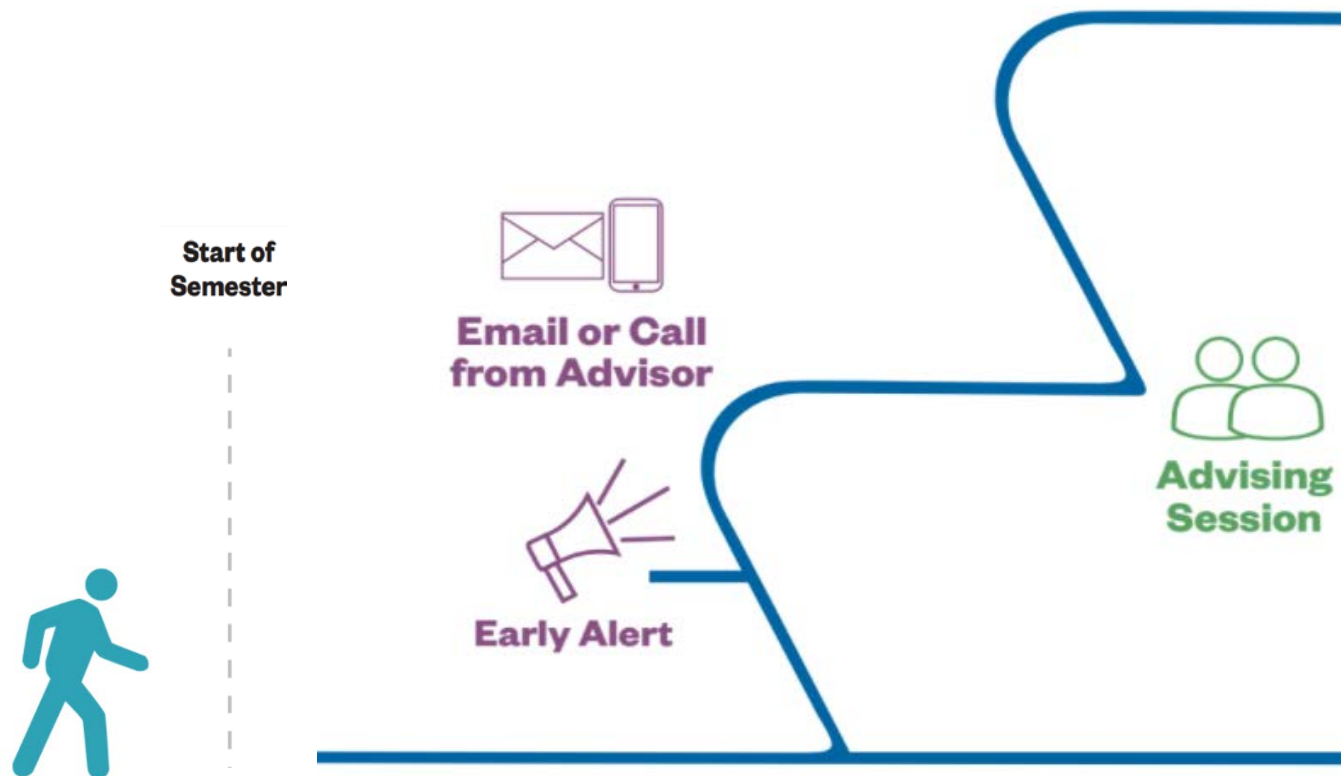
Proactive

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.

Technology can enable holistic student support



Key Elements of an Advising “Toolbox”

Advising as Teaching



Egan's Skilled Helper Model

Helps the student address 3 main questions:

Stage 1

What is
going on?

Stage 2

What do I
want
instead?

Stage 3

How will I
get there?

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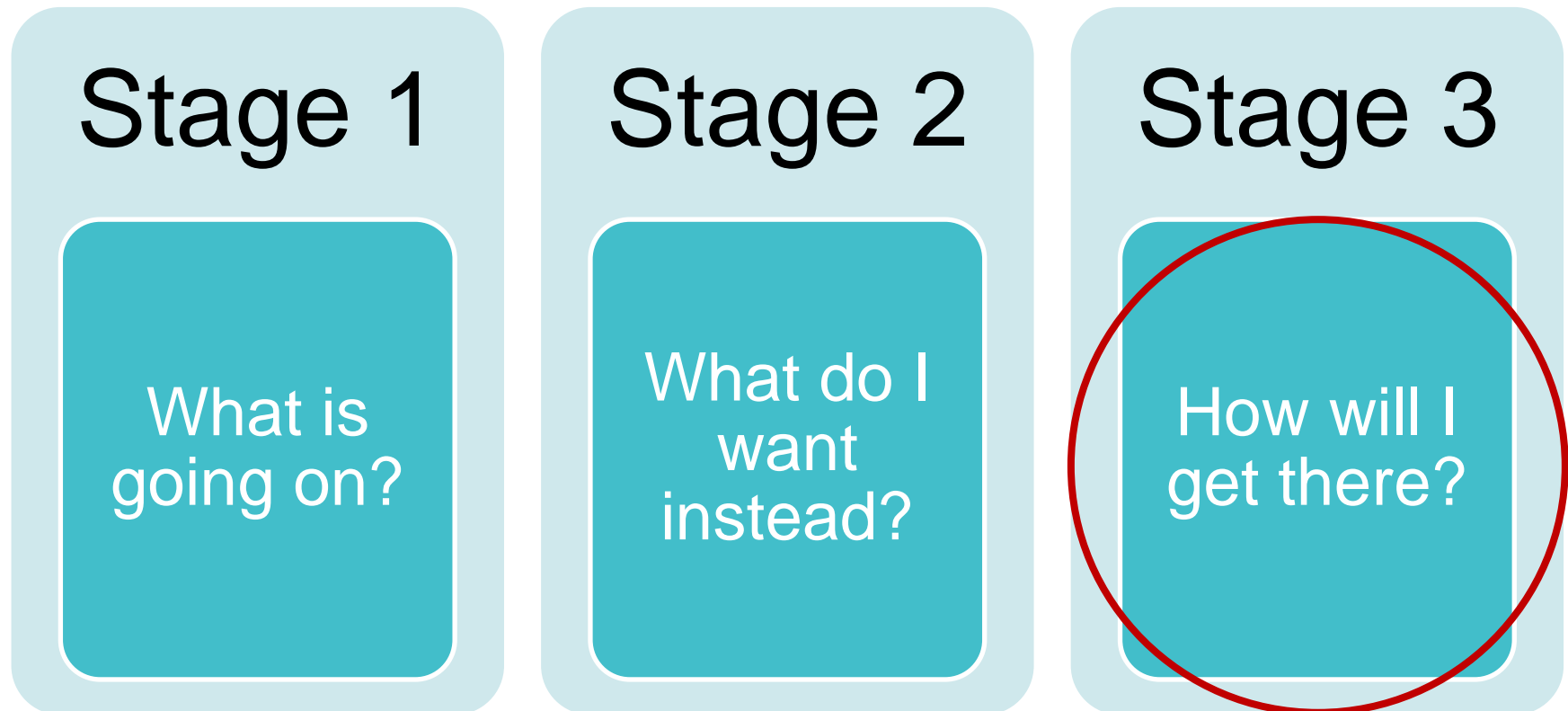
What do I
want
instead?

Stage 3

How will I
get there?

Egan's Skilled Helper Model

Helps the student address 3 main questions:



Components of an Advising “Toolbox”

Learning
Outcomes

Suggested
Topics

Guiding
Questions

To-Do
Items

“Toolbox” Application at MontCo

MontCo's "Toolbox"

STAGE 2: Plans and Goals (What do I hope to achieve?)

Objective:

- **Cognitive Development:** The student will reflect on any discrepancies between his/her current academic status and where he/she ideally would like to be in order to achieve his/her future academic and career goals.

Discuss Strategies to Meet Academic and Career Goals

- Help the student explore possible solutions to the current situation (i.e., low GPA) to achieve his/her academic and career goals.
- Direct the student toward activities and habits that will nurture and support his/her academic and career goals.
 - For high achieving students, consider emphasizing activities such as internships, research opportunities, study abroad, student government.
 - For students who did well in the spring, but still have a GPA below 3.0, discuss strategies for continuing to improve overall GPA.

Helpful Questions

- "You mentioned you wanted to accomplish ____ this semester. How will you do this? What are your options (e.g., use time wisely, incorporate studying in schedule, visit tutoring more frequently, etc.)?"
- "Last time we met you talked about hoping to use your degree to pursue a career in _____. How will doing _____ help you achieve your career goals?"

1. Career indecision

2. College readiness

3. A lack of understanding or appreciation of educational value

4. Health issues

5. Interference with non-academic issues

6. Mismatch between skills, interests, and abilities

7. Low self-efficacy

8. Lack of a sense of belonging

9. Trouble with transition management

My Career Plan at MontCo

Assessments PRINT DOWNLOAD

Summary Interests Values Personality Workplace Preferences

ASSESSMENT Interests

Your primary Interests are **Social** and **Conventional**.



ASSESSMENT Values

Your primary Values are **Achievement** and **Relationships**.



ASSESSMENT Personality

Your Personality traits are listed below



ASSESSMENT Workplace Preferences

Your primary Workplace Preferences are **Performance** and **Recognition**.



VERY STRONG MATCH

Mental Health and Substance Abuse Social Workers



Assess and treat individuals with mental, emotional, or substance abuse problems,...

SUBJECT AREA
Human Services

GOOD MATCH

Industrial Safety and Health Engineers



Plan, implement, and coordinate safety programs, requiring application of engineering principles and technology, to prevent or correct unsafe environmental working conditions.

SUBJECT AREA
Science, Engineering & Mathematics

WEAK MATCH

Boilermakers



Construct, assemble, maintain, and repair stationary steam boilers and boiler house auxiliaries. Align structures or plate sections to assemble boiler frame tanks or vats, following blueprints. Work involves use of hand and...

SUBJECT AREA
Architecture & Construction

MontCo's "Toolbox" - Learning Outcomes

- **Stage 1 (What is going on?):**

- **Cognitive Development:** The student will identify and acknowledge his/her views, experiences, and feelings.
- **Cognitive Development:** The student will learn to think critically about his/her current experiences and the implications for his/her academic progress.

- **Stage 2 (What do I want instead?):**

- **Cognitive Development:** The student will reflect on any discrepancies between his/her current academic status and where he/she ideally would like to be in order to achieve his/her future academic and career goals.

- **Stage 3 (How will I get there?):**

- **Cognitive Development:** The student will learn how to translate long-term academic, career, and life goals into concrete action steps they can work on now.

Interactive Session

Group Activity - Learning Outcomes

- **Think (10 minutes):**
 - Work in small groups to draft one learning outcome that may be included in your institution's toolbox.
 - Think about what technologies (current or future) at your institutions can support advisors in achieving these learning outcomes.
- **Share (5 minutes):**
 - Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the audience.

MontCo's Implementation Successes and Challenges

Implementation Successes

- Establishing standardized advising processes
- Providing trainings to advisors to implement holistic advising practices

Implementation Challenges

- Managing the culture shift
- Lack of continuous monitoring of “toolbox” use

Questions?

For more information

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