CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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BUILDING KNOWLEDGE TO IMPROVE SOCIAL POLICY

February 21st, 2018

Implementing advising reforms leveraging technology: Lessons from three iPASS institutions

Agenda

- Study Background
- Overview of Interventions at three institutions
- Colleges' Implementation experiences
- Q&A

Research Partners

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BUILDING KNOWLEDGE TO IMPROVE SOCIAL POLICY

College Partners

FRESNO STATE
Discovery. Diversity. Distinction.

UNC CHARLOTTE

Montgomery County Community College

Background

Technology-Mediated Advising can leverage holistic student support and practices

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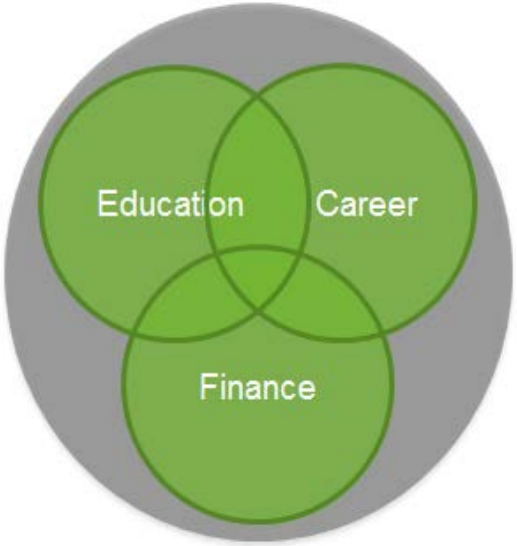

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Degree Planning

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

Research Objectives

- Impact analysis
  - Assess impact of mandatory holistic, integrated and sustained student support strategies that leverage iPASS technologies on student outcomes

- Knowledge development
  - Examine how colleges design and communicate iPASS interventions for consistent advisor adoption
  - Provide information to the field about the challenges and potential solutions to improve iPASS implementation

Study Design and Treatment Contrast

Randomized Controlled Trial (RCT)

Treatment (Intervention)	Control
- Proactive engagement with iPASS tools and iPASS advising toolkit over 2 semseters - Sustained, Strategic, Intrusive and integrated, and Personalized **(SSIP)** advising procedures and interactions	- Access to iPASS tools and legacy advising interactions

Who is in the Study?

Target Population

- "At-risk"
- Continuing students

Total Sample: 8000

Total Sample by College		
College	Cohort 1	Cohort 2
Fresno	602 (302 in the program)	617 (308 in the program)
MC3	2,082 (805 in the program)	948 (463 in the program)
UNCC	2,580 (1,290 in the program)	1,248 (623 in the program)
Sample (total = 8077)	5264 (2397 in the program)	2813 (1394 in the program)

Overview of Interventions at Three Colleges

Key Components of a Technology-Mediated Advising Intervention

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

Advising Session
(mandatory)

University of North Carolina at Charlotte

Intervention Component	Implementation
Data – Driven Outreach	• Notification of enrollment in “critical progression courses” (EAB) • Early alert survey email/phone call follow-ups • Email follow-up to midterm grades (in “critical progression courses”)
Mandatory Advising Session	• Students who receive a D/F/W on a midterm in a critical progression course required to meet with advisor • Advising interactions are guided by toolbox • Advisors record notes after each session

Week 2 Communication at UNCC

Hi {{FIRST_NAME}},

Now that add/drop is over I wanted to let you know about your **critical progression courses** for the semester. Doing well in all of your classes is important, but as the name suggests, success in these classes is critical for progression in your intended major.

Here's a list of your classes, showing which ones are CPCs. It also shows the courses for which success services like tutoring and Supplemental Instruction are available. Take advantage of these- students like you have used them to graduate on time with better grades.

Course	Critical Progression Course?	Tutoring Available?
{{Course_1}}	{{CPC_1}}	{{TR_1}}
{{Course_2}}	{{CPC_2}}	{{TR_2}}
{{Course_3}}	{{CPC_3}}	{{TR_3}}

I would particularly recommend the resources below for new transfer students.
* The University Center for Academic Excellence offers a range of workshops that can help you succeed.
* Check out this video resource and the UCAE webpage.
* Go to my.uncc.edu and navigate to CONNECT to make an appointment with me.
*Here is a link to DegreeWorks and here is a link to the Transfer Center.

{{ADV_PRIMARY}}

California State University at Fresno

Intervention Component	Implementation
Data – Driven Outreach	• GradesFirst identifies students who need support through early alerts • Faculty submit early alert surveys three times • Peer mentors check in with students regarding early alert data and academic progress
Mandatory Advising Session	• All students attend an hour-long advising meeting to discuss My Degree Plan (completed before appointment) • Advising interactions are guided by toolbox. Advisors complete note template after each session

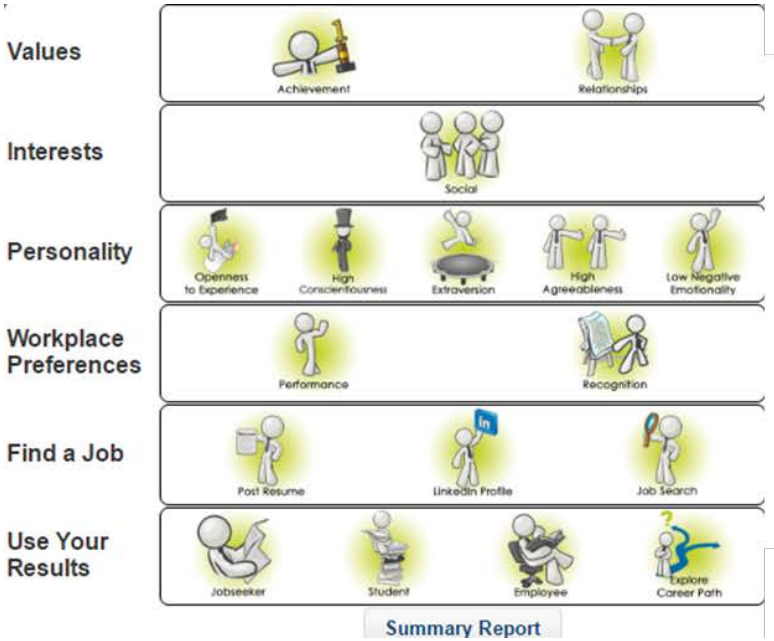
GradesFirst Template at Fresno State

Discussion of last semester: Courses passed/failed? **Discussion of current semester:** Most challenging course/Early alert: Solutions provided: Most enjoyable course(s):
My Degree Plan review/update:
Short term goal(s) to accomplish this semester:
Long term goal(s):
Plan for Spring 2018/Student to-dos:
Additional information:
Note any changes since last semester:

Montgomery County Community College

Intervention Component	Implementation
Data – Driven Outreach	• Early alert survey email/phone call follow-ups • Blackboard surveys to students to check in • Automated Blackboard informational messages to notify and encourage student use of campus resources
Mandatory Advising Session	• Mandatory advising for students with D/F/W in previous semester • Students encouraged to complete My Career Plan prior to advising appointment • Advising interactions are guided by toolbox • Advisors use SpeedNotes and referrals to identify Core Performance Issues

My Career Plan at MontCo



Occupation Title	Match Quality	Job Zone
Audiologists	Very Strong	Zone 5
Medical Transcriptionists	Strong	Zone 3
Dentists, General	Good	Zone 5
Computer and Information Systems Managers	Fair	Zone 4
Chemical Engineers	Weak	Zone 4

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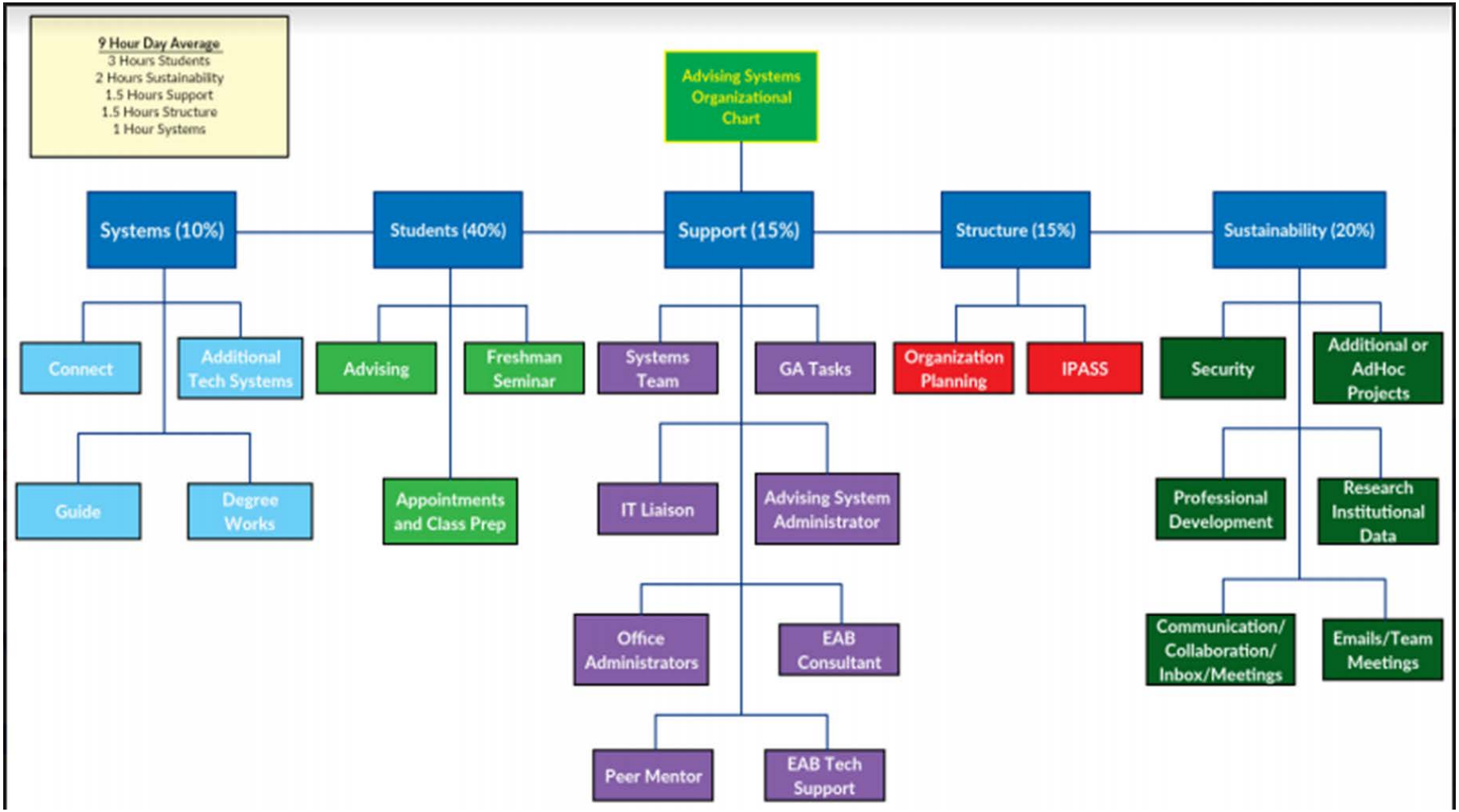
University of North Carolina at Charlotte

	Advising	Advising		Informatics Advising	
Advisors Staffed	16 Professional Advisors	7 Professional Advisors (4 in Center and 3 Sole Advisor for Major/Dept)	6 Professional Advisors	3 Professional Advisors	Variations in Policies, Initiatives, Advising Practices and Unit Support (Ex: Use of Early Alerts)
Caseloads	100-250 Per Caseload	250-350 Per Center Caseload and 400-500 BIOL; 900-1000 PSYC; 1000-1200 POLS/SOCY	500-600 Per Caseload	250-350 Per Case Load	Capacity Ability Variations on offices that can do AT-RISK Appointment Campaigns
Advising Holds	Mandatory Advising All Students	Mandatory Advising All Students	Mandatory Advising Certain Students	Mandatory Advising All Students	BUSN didn't require advising for all students. AT-RISK Advising Holds Added Holds to Those Advisors Already Met.
Major Assignments	No-Declared Designated Majors	Designated Majors	Designated Majors	Designated Majors	UCOL had issues with standardized language cause it didn't fit with their students.
Advisor Duration	Advise Until Declared	Advise Until Declared	Advise All 4 Years	Advise Until Declared	
Predictive Courses for Graduation in Major	All Majors Critical Progression Courses Applied (Confusing)	CLAS Critical Progression Courses Applied (Disputed)	BUSN Critical Progression Courses Applied	CCI Critical Progression Courses Applied	UCOL students undeclared so seem confusing to have CPC as undeclared. CLAS degreed with some CPC Metrics in Humanity Courses.

Lessons Learned - Incorporate Advisor Feedback Throughout the Process to Standardized Metrics

- Have Frontline Advisors Process Map (Dept. Process and Session Workflow) – Separate from Directors/Administrators
- Have Frontline Advisors Identify What they Like and Dislike About their Process and Why (Ex: Dislike not having control over messaging)
- Articulate and Document what they want to change and why
- Discuss and agree upon a common philosophy/mission/vision among units
- Advisors need to be educated on any philosophical shifts (Ex: W is still not a good outcome even if it is the best outcome)
- Discuss and agree upon a common initiative/outreach/process for student outcomes
- Always remind everyone of the purpose and mission when making and implementing initiatives


9 Hour Day Average
3 Hours Students
2 Hours Sustainability
1.5 Hours Support
1.5 Hours Structure
1 Hour Systems
Advising Systems Organizational Chart
Systems (10%)
Students (40%)
Support (15%)
Structure (15%)
Sustainability (20%)
Connect
Additional Tech Systems
Guide
Degree Works
Advising
Freshman Seminar
Appointments and Class Prep
Systems Team
GA Tasks
IT Liaison
Advising System Administrator
Office Administrators
EAB Consultant
Peer Mentor
EAB Tech Support
Organization Planning
IPASS
Security
Additional or AdHoc Projects
Professional Development
Research Institutional Data
Communication/ Collaboration/ Inbox/Meetings
Emails/Team Meetings

UNC-Charlotte iPASS Advising Process Map

PREP (outreach or advising session)

✓Student Data
Transfer grades
Previous grades in CPC's
Withdraw information
GPA trend last two semesters
Earned/attempted hours ratio
EA/MTG alert data (CONNECT)
Response data/tags

✓Advisor Knowledge
Personal knowledge and experience

✓Student Questions
Have student complete the Student Confidence Survey.

SESSION

Advisor/Student Conversation
✓What went well?What's going well?
✓What didn't go well?/What's not going well?
✓How do you plan to improve this semester?/Are you on track for Graduation
✓
***Advisors ask Probing Questions based on student responses to Guiding Questions/ Confidence Survey.

Current Academic Experience
Favorite and least favorite courses
Semester-to-semester comparisons
Academic challenges (D,F, W)

Time Management
Structure of the day/week
Hours spent per week studying

Education Plans
Study abroad/internships
Discuss goals and how they will be (are being) reached

Long Term Academic and Career Goals
First steps in achieving goal(s)
Describe goals and plan to achieve them (long-term)

POST SESSION

Students
✓Action plan/next steps
✓Registration
✓Begin/continue degree planning
✓Referrals

Advisors
✓Notes
✓Note reasons (iPASS)
✓Progress towards outcomes

**Provide students with laminated copy of questions as needed

SHORT-TERM OUTCOMES

Students will
✓Develop an academic plan (1-2 semesters)
✓Develop a career plan
✓Take advantage of student services and support
✓Sharpen student success skills (i.e. time management)
✓Develop positive relationship with advisor
✓Maintain (return to) good academic standing

LONG-TERM OUTCOMES

Students will
✓Think critically about their experiences
✓Develop reflective habits of mind
✓Develop a sense of agency over academic and career plans
✓Develop a sense of professional identity
✓Graduate

California State University at Fresno

Implementation Successes

- Collaboration & Team Building across decentralized advising centers
  - Trainings, webinars, monthly meeting check ins
  - Tracking Major changes

- Creation of Advising Toolbox with note template
  - Uniformity to advisor reports
  - Guiding questions to utilize during appointments

Implementation Challenges

- Training and communication across campus
  - OIE, College Advising Centers, Financial Aid, Learning Center, Department Chairs, etc.
  - My Degree Plan Rollout delayed
  - iPASS website created, FAQ's
- Peer Mentor Role
  - Administrative to peer mentor
  - Training and development of peers

Montgomery County Community College

Implementation Success #1: Early Alert Survey

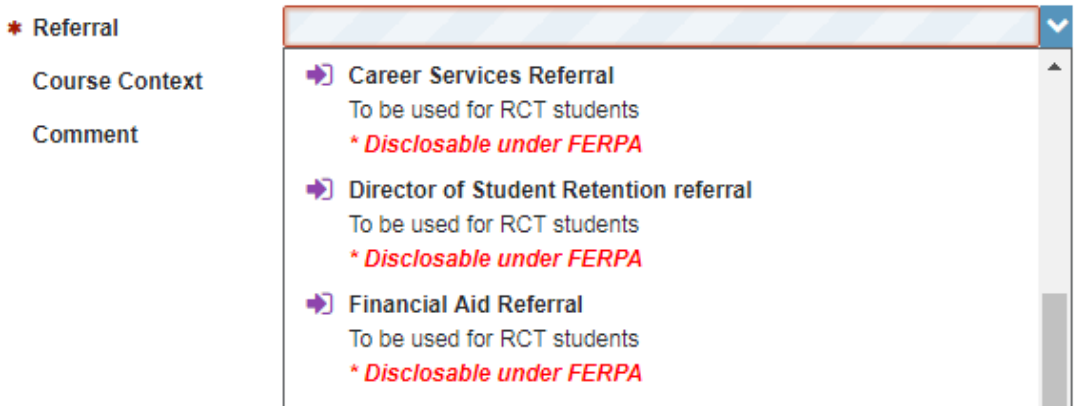
- Rationale
  - Midterm progress is contractually required
  - “too late!”
- Qualitative success

- Quantitative success
  - Spring 2017: 74% completed
    - 591 kudos
    - 402 early alerts
  - Fall 2017: 66% completed
    - 580 kudos
    - 391 early alerts
  - Spring 2018: TBD

No Feedback	Keep up the good work in class	Academic Performance Early Alert	Missed Work Early Alert	Attendance Performance Early Alert	Non-Academic Struggles Early Alert	No longer attending flag
✔	☐	☐	☐	☐	☐	☐
✔	☐	☐	☐	☐	☐	☐

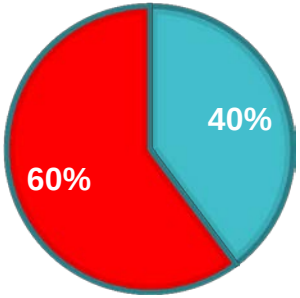
Implementation Success #2: Referrals

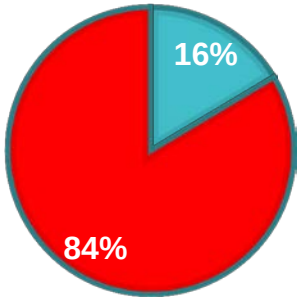
- Rationale
  - Connection to support services on campus
  - Proactive support connection
- Qualitative success
- Quantitative success
  - 49 referrals



Implementation Challenges

- Identification of at-risk students
  - Semester 1 of each cohort identified through predictive analytics tool
    - Question of availability of data?
  - Semester 2 of each cohort required appointment based upon “triage” criteria
    - Originally tried to “catch more”
      - received a D, F, or W in the spring 2017 semester and/or
      - had a spring 2017 term GPA of 3.0 or lower and/or
      - has a cumulative GPA of 3.0 or lower
    - Realized that we needed to be more selective
      - **only those who received a D, F, or W in the fall 2017 semester**





Implementation Challenge: Identity Crisis

- A LOT has happened in the space of advising at MCCC since 2012
  - New tools
  - New processes
  - New roles
- How do we juggle all these?
- Who are we?

Questions?

For more information

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