Supporting Students from Application to Graduation: Lessons from an Advising Redesign

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Purpose and Agenda

1. Introduction
2. Trident Tech's advising journey
3. AtD and the lessons learned in the field
4. Questions

We encourage you to:

Reflect – Share - Ask

About CCRC

CCRC has been a leader in the field of community college research and reform for over 20 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

Our areas of research include:

- College readiness and dual enrollment programs, and the transition from high school to college
- Developmental education and adult basic skills
- Non-academic support services, financial aid, and student engagement
- Online education and instructional technology
- Student persistence and completion, and transfer to four-year colleges
- Guided pathways, institutional reform, and performance funding
- Workforce education and training and the economic returns to higher education
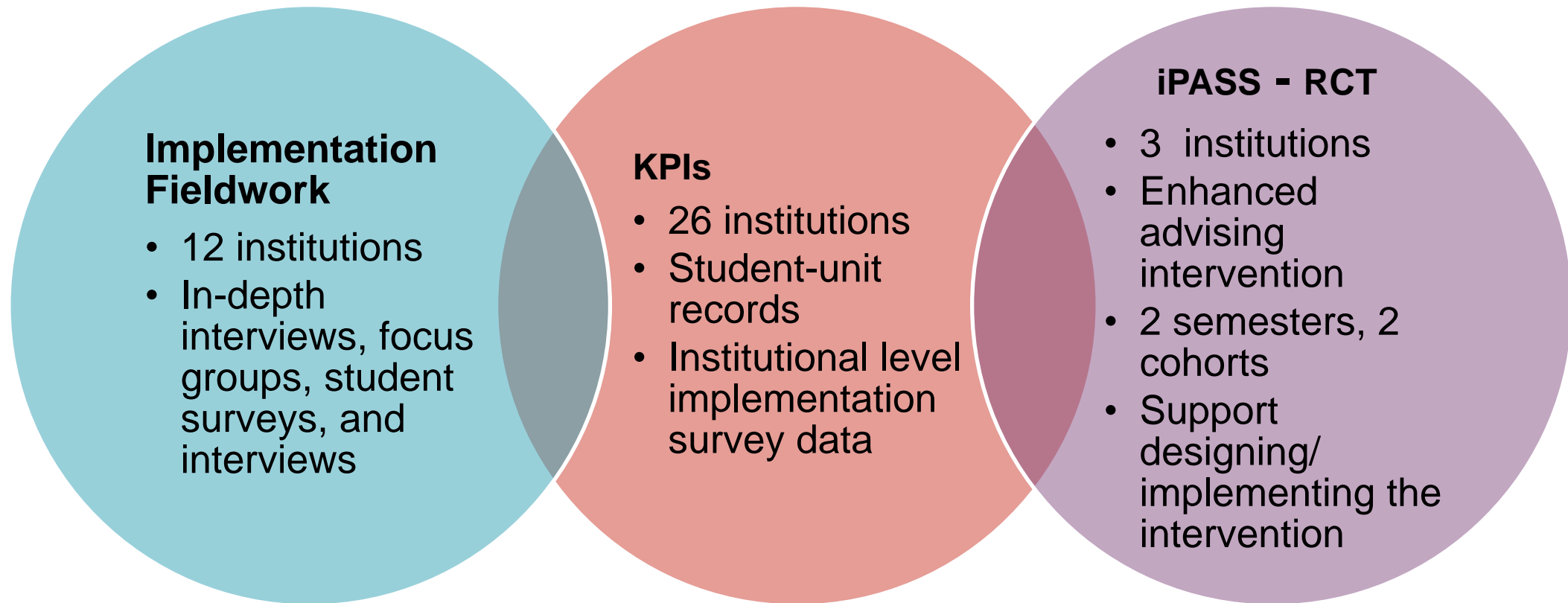
Technology-Mediated Advising for Student Support

Adopting technology for improving education planning, advising, and student risk targeting and interventions.

Use of technology to promote, support, and sustain long-term, holistic advising relationships. Technology enables personnel throughout the college to engage in advising and student support relationships that:

- approach student support as a teaching function,

- Have contact with students on a regular basis, and

- 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)

(Karp, Kalamkarian, Klempin, & Fletcher, 2016)

iPASS Research Overview*: 2015 - 2018

Implementation Fieldwork

- 12 institutions
- In-depth interviews, focus groups, student surveys, and interviews

KPIs

- 26 institutions
- Student-unit records
- Institutional level implementation survey data

iPASS - RCT

- 3 institutions
- Enhanced advising intervention
- 2 semesters, 2 cohorts
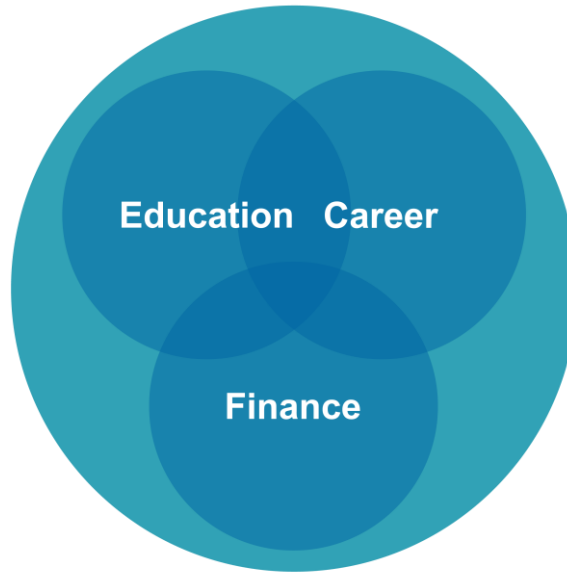- Support designing/ implementing the intervention

Launched in 2015 with funding from the Bill & Melinda Gates Foundation and The Helmsley Charitable Trust. It followed the heels of a similar initiative from 2012-2015. CCRC has been involved in both initiatives. Under the more recent initiative, EDUCAUSE and Achieving the Dream (ATD) have provided implementation services in the form of technical assistance to iPASS grantee colleges, while CCRC has conducted research on college activities and the student experience.

Core Technology Functions
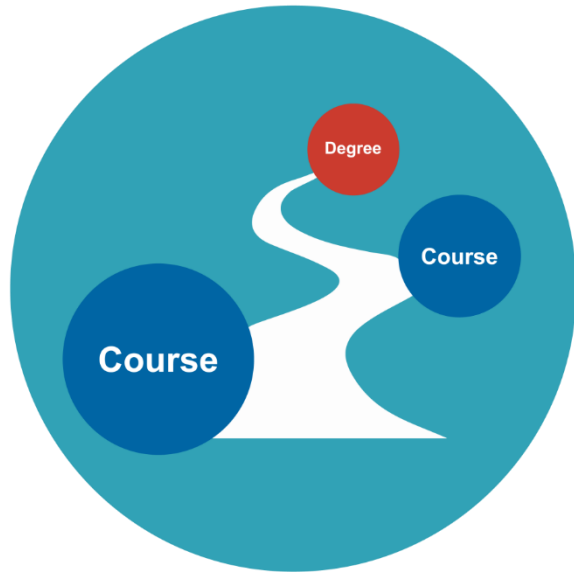
Degree Planning + **Coaching & Advising** + **Early Alerts & Risk Targeting**

Degree Planning:
- Degree
- Course
- Course

Coaching & Advising:
- Education
- Career
- Finance

Early Alerts & Risk Targeting:
- Visit Tutor
- Multiple Absences
- Attend Office Hours
- Financial Aid Issue
- Submit Schedule

REPORT | AUGUST 2019

iPASS in Practice: Four Case Studies

Serena Klempin | Lauren Pellegrino | Andrea G. Lopez | Elisabeth A. Barnett | Julia Lawton

Activity: Audience Survey

Question here: In thinking about advising at your institution, what keeps you up at night?

A. Student-to-advisor ratios
B. Delivering effective career and financial advice
C. Technology
D. Advising structure – decentralized, silos, unevenly distributed case loads
E. Proposing/making changes to advising
F. Student engagement with advising
G. Clarity about the roles of faculty
H. Other?

Lessons Across Four Case Studies

Establish diverse, committed leadership.

[President] is really the one who said "look we are going to focus on this and make [student success initiative] our main priority." So it starts at the top. Now he is not the one who implements it, but he is the one who sets the vision, and he is the one that made the resources available. Then it is up to the rest of us to carry out. But having that vision from the top is critical.

…we are just using the [name of student success initiative] as our strategic planning document… So that maintains alignment…and that's quite a bit dependent on the President as well, it really is….to set the vision and keep that alignment. We're very well aligned here…I mean we're all really focused on the [name of student success initiative].

- Administrator, 2016

Integrate faculty into the work early.

"

…it has to be the people that are working daily because they're the only ones that are going to be able to understand what that's going to look like. … I believe in [project leader] wholeheartedly that he can kind of be that intermediary. … It has to be kind of at that level, where it's somebody that works on the ground that has the connection with the people that are going to see it, and also has the technical ability and the ability to communicate it to the administration, so that they can see what that means for resources.

- End user, 2015

Remain open to changing advisors job responsibilities

> But he had to make sure everyone was committed to it, and not just make it one other way students could work with us, but the way they work with us. Commitment from ed services to basically [say], you are getting rid of all your paper forms. … We are redesigning it [education planning] around the whole concept that advisors can be sitting down at a computer with a student.

- Key project team member, 2015

Recognize that selecting a technology product will require time, effort, and input from multiple stakeholders

"

We needed to know what the limitations of the system were. We were told, "Oh yeah, you know, it can do that. Oh yeah, it can do that." And then when it came time to doing it, it couldn't do it. And whenever we would contact them and say, "We can't get it to do this or that,' they would go, "Oh, yeah, well, that's the way it is."

- End user, 2015

Well I think that they need to see how it connects with their current computer system. Probably not all of them are like [name of] State where it is so antiquated that you can't even speak the same language... But really figuring out how it meshes with your system and then doing some slow introductions I think.

- End user, 2015

Remember that technology is not a substitute for meaningful human interactions.

Best part of being and advisor: "...getting to know them over the course of their career here. And then to continue to see them to be successful because I stay in touch with all my grads, you know, all the time I'm their mom for life."

I think everybody wants to be someplace where they care about you. Where there's that support system. Where you are not just a number going through the revolving door.

Particularly I believe a professor's responsibility for recruitment and advising is even more important than teaching. Because if a student is misguided or is not guided property cannot succeed no matter how good you teach in the class room. – Faculty advisor

And so like, they like the face-to-face advising. They want to come in. They want to have that face-to-face person, that's their umbilical cord or their safety nets."

Embrace the iterative nature of the work.

We are currently in the transition of going from mandatory holds to possibly not having mandatory holds, and that decision hasn't been made just yet, but we just don't have the capacity anymore for all of our freshmen students to have mandatory holds and to meet with each of them either through one-on-one, through group advising. It is just impossible with our staff numbers that we have.

Brian Almquist
Director of Student Engagement

Overview of TTC

- Located in Charleston, SC
- Fall 2019 enrollment – 12,351
- 62.6% part-time
- 39% minority
- 4 campuses (1 rural)
- Average age 25.2
- Hybrid advising model

Problems to solve – the 'why'

- Poor student success rates
- Student dissatisfaction with the onboarding process
- Excessive credit attainment
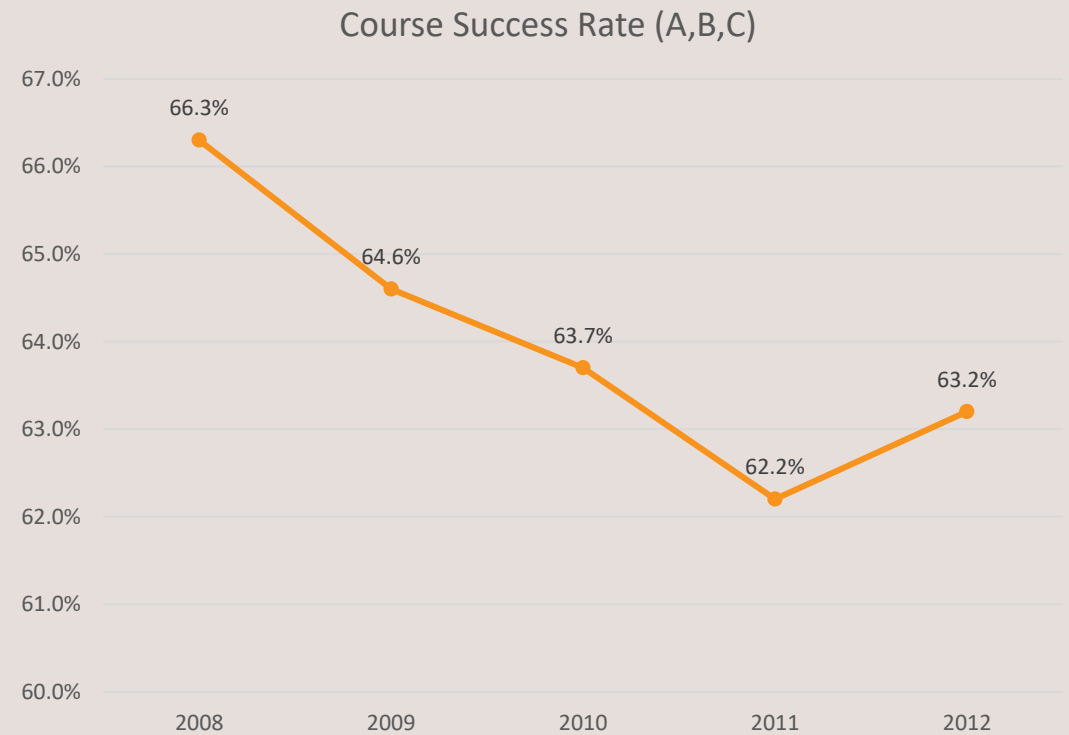- Low retention and conversion rates

Contributing Issues

- Confusing onboarding process
- Limited assistance to new students
- 'Optional' faculty advising
- Minimal academic planning
- Record growth 2008 - 2012

Contrasting Trend lines

Enrollment (Headcount)

Enrolled

Year	Value
2008	12763
2009	14834
2010	15790
2011	16781
2012	17224

Success Rate

Course Success Rate (A,B,C)

Year	Value
2008	66.3%
2009	64.6%
2010	63.7%
2011	62.2%
2012	63.2%

Improvement Plan

- Shift from 15 week semester to two 7 week terms (2014)
- Develop a holistic onboarding approach with a consolidated "Hub" (2016)
- Early advisor (Navigator) assistance
- Academic planning
- Initial career assessment and goal identification
- Improve orientation delivery method
- Create a pro-active intervention system

Shift to 7-week format in Fall 2014

Course Success Rate (A,B,C)
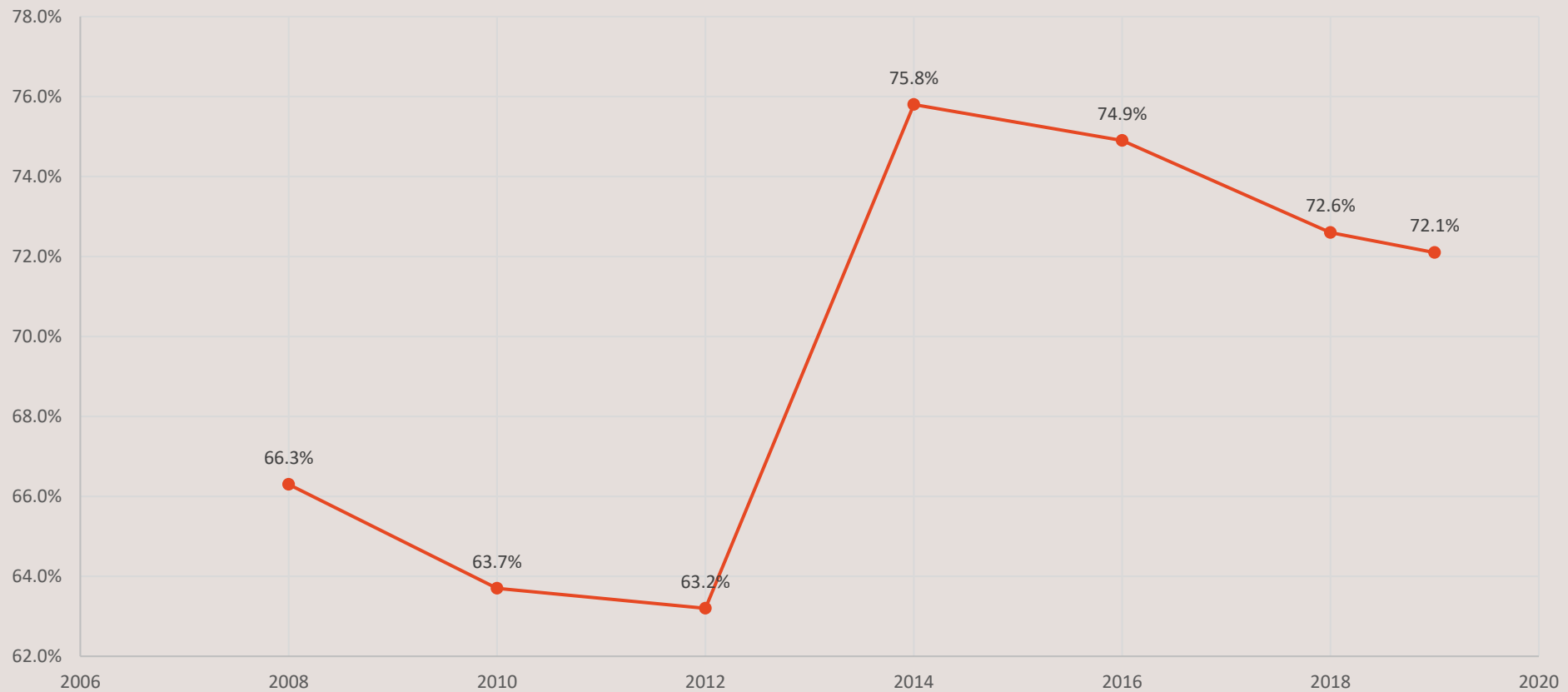
Hub Launch

- Initially started in 2015 with conversion of Orientation Center
  - 4 full-time and 3 part-time
- Officially launched in November 2016
- Pilot group of students based on iPASS – STEM focus
  - *New students only*
- Added new student groups each semester
- All students incorporated Fall 2019
- [The Hub Overview](#)

Communicating the Message – buy in

- Travelling road show
  - Faculty meetings
  - Annual faculty/staff kickoff gathering
  - Staff meetings
  - Dean's meetings
  - Information sessions
  - Faculty and staff council meetings
  - Repeat…

Process change

- Pilot group students
  - Assigned Navigator upon application to college
  - Given access to 'Navigate' software (EAB)
    - Complete Major Explorer
    - Setup communication preference (email/text)
    - Guided through resources
    - Electronic scheduling of appointments
    - 'To Do ' list
  - Hub Leaders assist with Navigate to Success session
  - Transition to faculty advisor

Ruffalo Noel-Levitz Annual Survey

| | **Fall 2015** | | | **Fall 2018** | | |
Item	Importance	Satisfaction/SD	Performance Gap	Importance	Satisfaction/SD	Performance Gap
My academic adivsor is approachable	6.51	5.52/1.89	0.99	6.53	5.80/1.74	0.73
This school does whatever it can to help me reach my educational goals	6.51	5.30/1.76	1.21	6.5	5.67/1.55	0.83
My academic advisor is concerned about my success as an individual	6.45	5.18/1.99	1.27	6.44	5.50/1.88	0.94
I seldom get the "run-around" when seeking information on this campus.	6.45	5.10/1.93	1.35	6.4	5.28/1.89	1.12
My academic adivisor helps me set goals to work toward.	6.32	5.16/2.03	1.16	6.34	5.40/1.97	0.94

| | **Fall 2018** | | | | | |
| | **Hub User** | | | **Non-Hub User** | | |
	Importance	Satisfaction/SD	Performance Gap	Importance	Satisfaction/SD	Performance Gap
My academic adivsor is approachable	6.55	5.98/1.57	0.57	6.53	5.71/1.81	0.82
This school does whatever it can to help me reach my educational goals	6.47	5.83/1.45	0.64	6.53	5.59/1.58	0.94
My academic advisor is concerned about my success as an individual	6.38	5.70/1.70	0.68	6.47	5.39/1.95	1.08
I seldom get the "run-around" when seeking information on this campus.	6.37	5.57/1.76	0.80	6.41	5.13/1.93	1.28
My academic adivisor helps me set goals to work toward.	6.34	5.61/1.80	0.73	6.36	5.28/2.05	1.08

Math Success – Fall 2017

Students who used the Hub

- 544 students
- 70.43% success (A,B,or C)
- 76.5% enrolled in math course

Students who did _not_ use the Hub

- 550 students
- 67.42% success (A,B,or C)
- 40.2% enrolled in math course

Where we are today

- **22 Staff members in Hub**
  - 11 full-time Navigators
  - 1 Director and 1 Assistant Director
  - 1 Administrative Assistant
  - 5 part-time Hub Leaders/staff support
  - 2 Peer Mentors
  - 2 Work-study students

Navigator Role

- Assistance from application to graduation or handoff to academic advisor

- Academic planning

- Registration

- Intervention

- Primary contact

- Assigned by major

Navigate Center

- Navigate to Success
- Registration
- General questions
- Application
- Document retrieval
- Staffing
  - Peer mentors
  - Work-study students
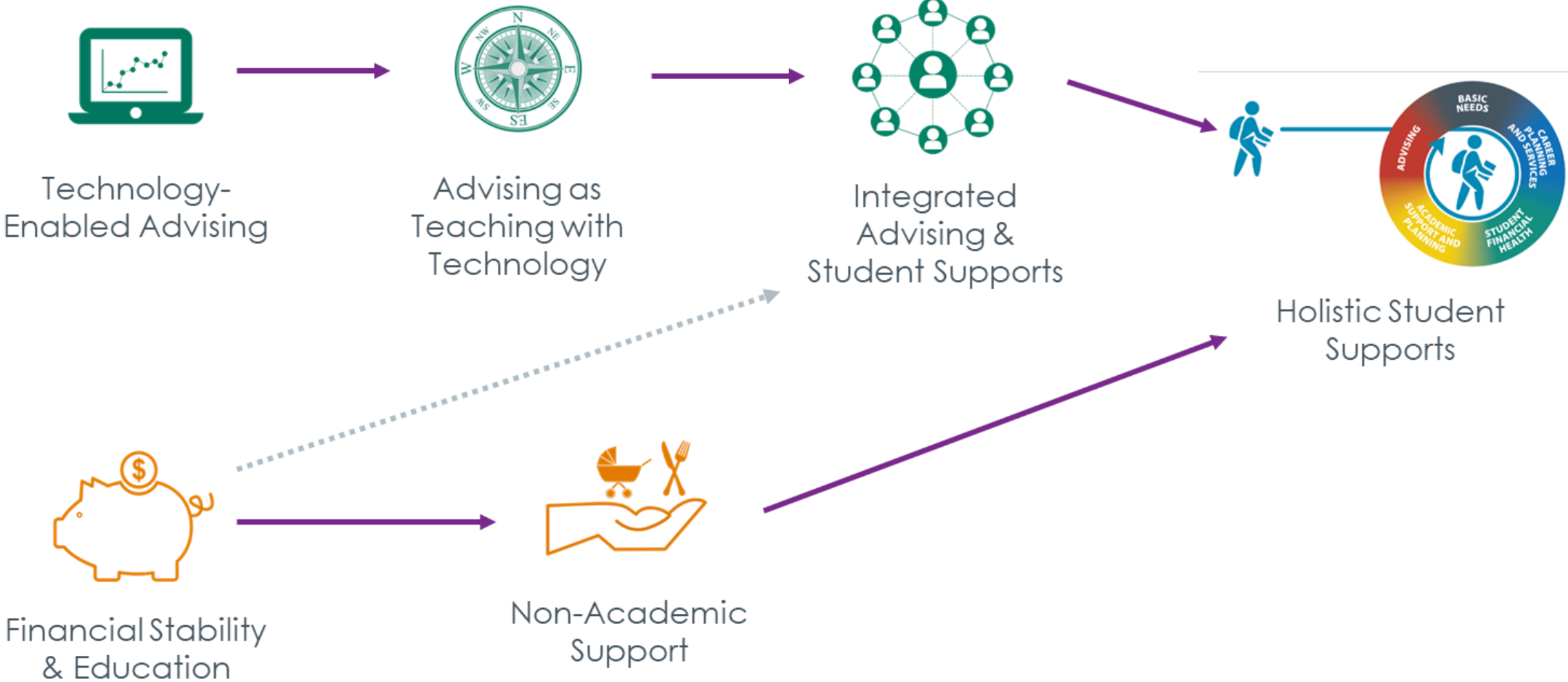 - Part-time staff

Problems to solve – the 'why'

- Poor student success rates
- Student dissatisfaction with the onboarding process
- Excessive credit attainment
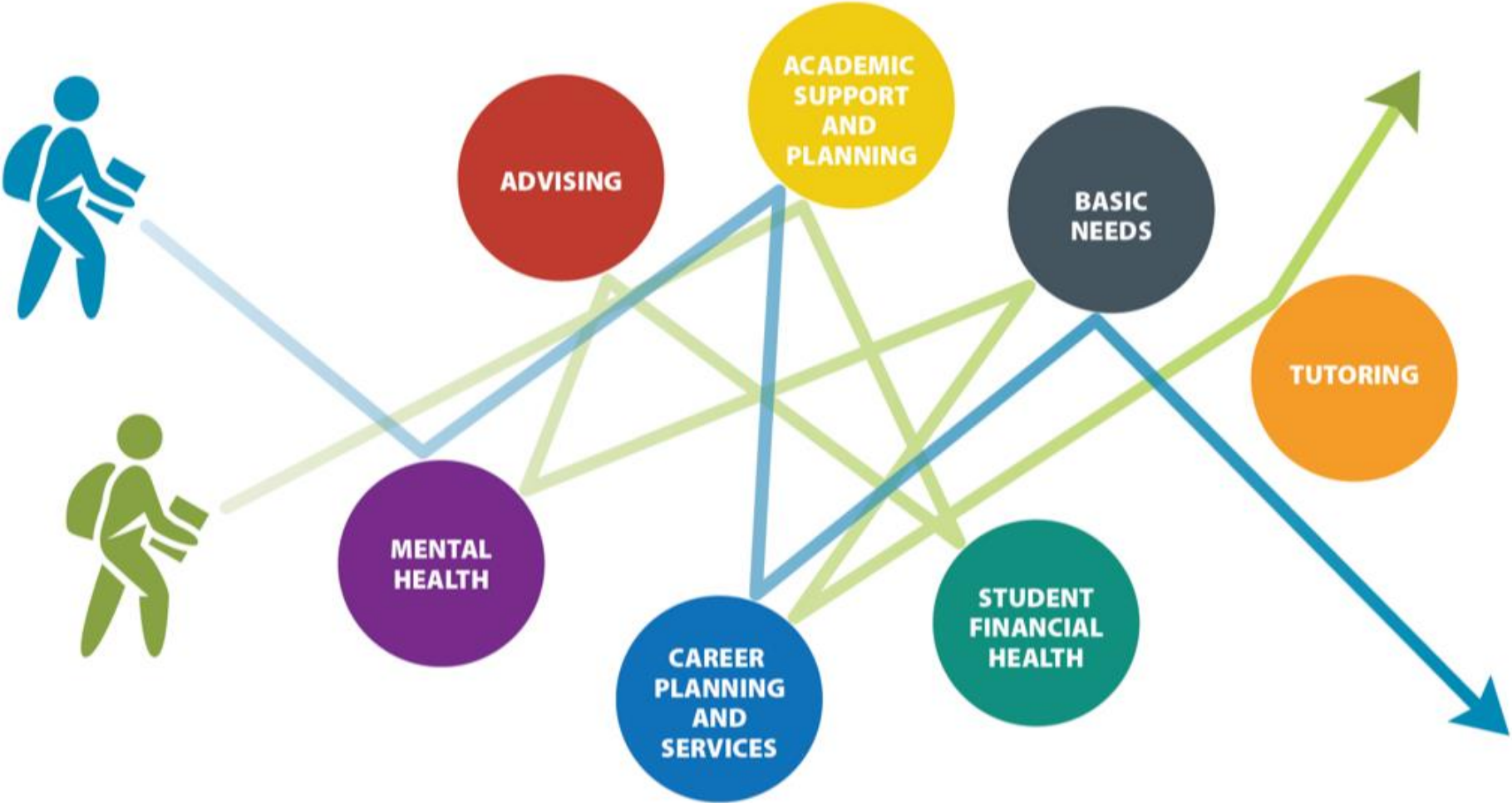- Low retention and conversion rates

Next Steps

- Expand alert system
- Improve on-line/virtual support
- College wide evaluation of communications
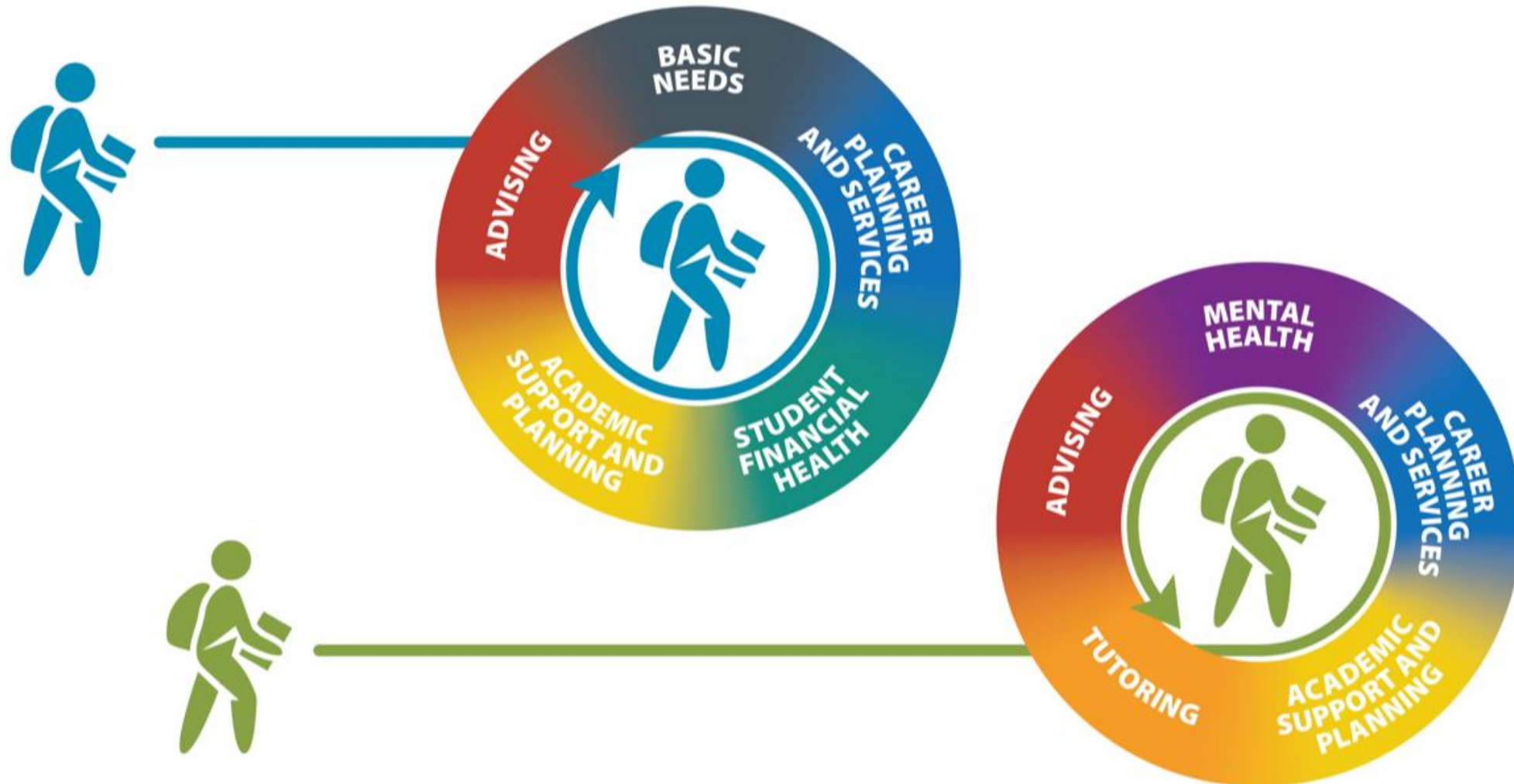- Simplify admission process

Questions?

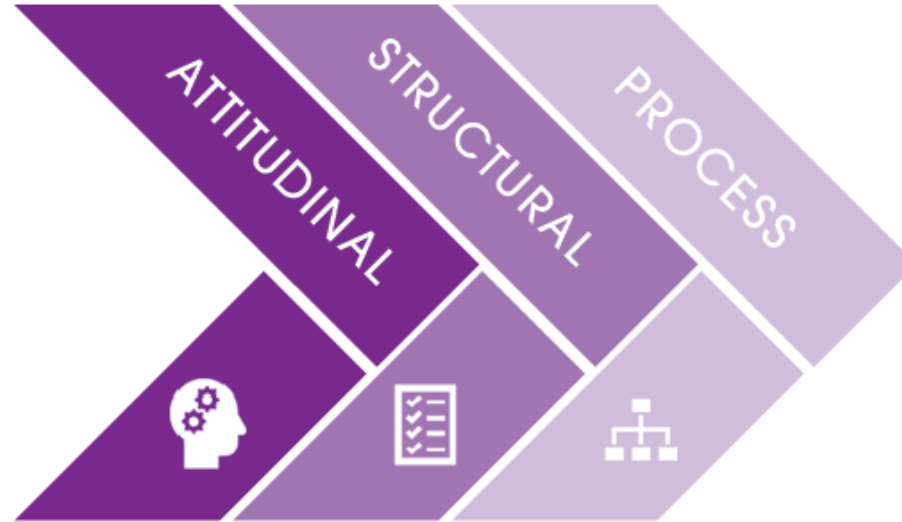# THE EVOLUTION TOWARD A HOLISTIC STUDENT SUPPORTS APPROACH

Technology-Enabled Advising

Advising as Teaching with Technology

Integrated Advising & Student Supports

Holistic Student Supports

Financial Stability & Education

Non-Academic Support

Achieving the Dream™

THE TYPICAL STUDENT EXPERIENCE

HOLISTIC STUDENT SUPPORTS EXPERIENCE

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INSTITUTION-WIDE CHANGE

ATTITUDINAL
Occurs when individuals understand their work processes in new ways

STRUCTURAL
Alters how people do their job and is transformative when enough individuals change their practices to ensure that large numbers of students encounter new student support interactions
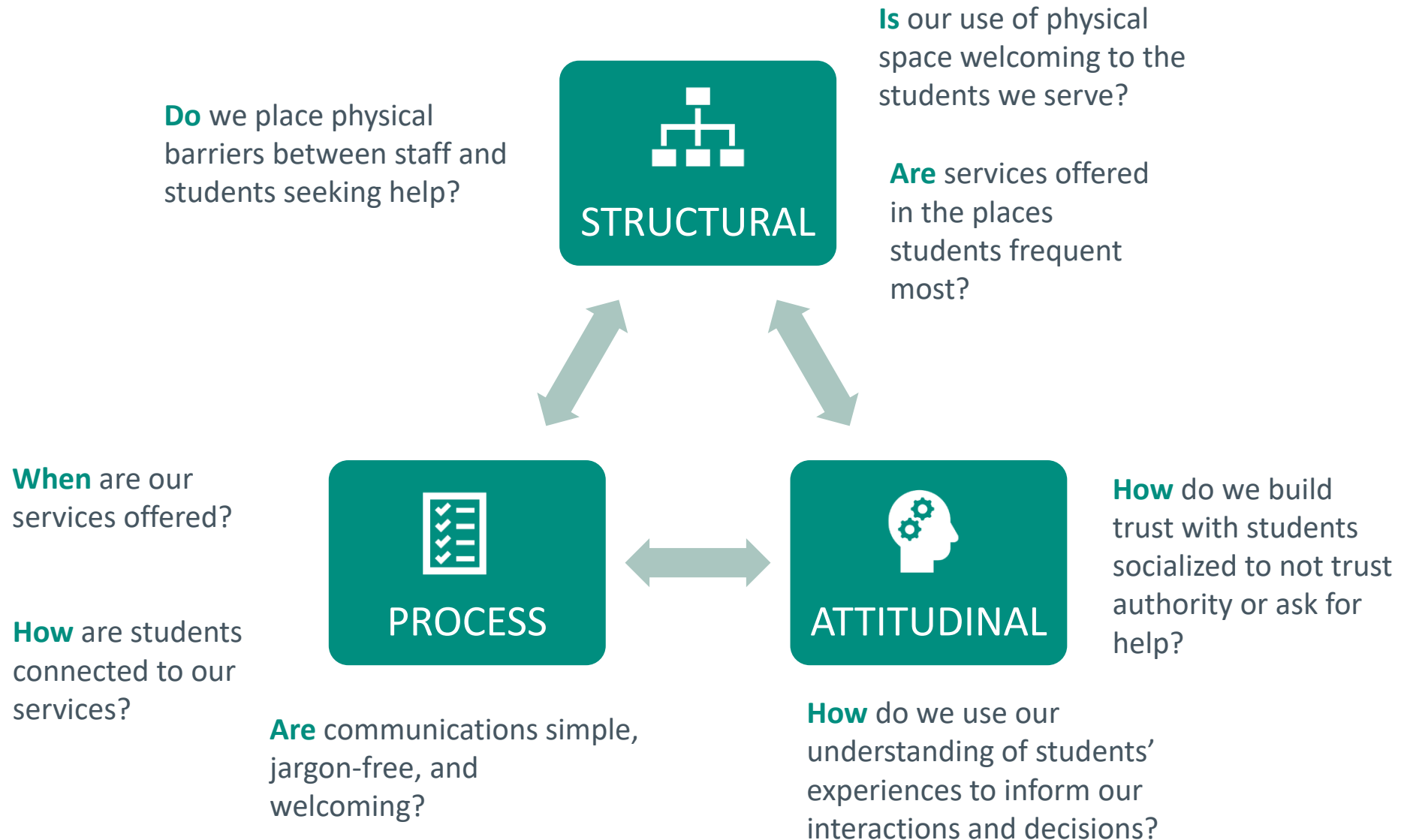
PROCESS
Occurs when policies, structures, & procedures create a framework for new behaviors that improve the student experiences throughout the institution

http://ccrc.tc.columbia.edu/publications/how-colleges-use-ipass-transform-student-support.html

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OWNING OUR SPAS: USE OF STUDENT SERVICES

Do we place physical barriers between staff and students seeking help?

Is our use of physical space welcoming to the students we serve?

Are services offered in the places students frequent most?

STRUCTURAL

When are our services offered?

How are students connected to our services?

PROCESS

Are communications simple, jargon-free, and welcoming?

ATTITUDINAL

How do we build trust with students socialized to not trust authority or ask for help?

How do we use our understanding of students' experiences to inform our interactions and decisions?

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A SYSTEMS APPROACH

a) What problem are you trying to solve?

b) What piece(s) of the problem can you control , influence or advocate for?

Advising Redesign

Professional Development

Unclear Definitions and/or Vision

Unclear Roles and Ownership

Ineffective Communication

Lack of Collaboration
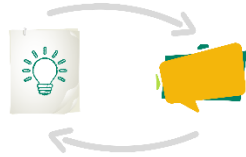
Culture/Trust Issues

Leadership

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KEYS TO A SYSTEMS APPROACH

Know **your** students

Design for the reality of **your** students

Know the problem

Address root causes

Know the system
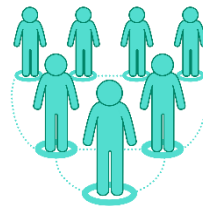
Lead with humility

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RELEVANT RESOURCES

➤ ATD's HSS Redesign Toolkit: https://www.achievingthedream.org/resource/17502/holistic-student-supports-redesign-a-toolkit

➤ ATD's Equity in Design for HSS Brief Series (scroll to the bottom of the page): https://www.achievingthedream.org/resources/initiatives/holistic-student-supports

➤ CCRC Research into technology-mediated advising redesign: https://ccrc.tc.columbia.edu/research-project/integrated-planning-and-advising-services.html?other=rel_prepub

➤ Case study of Trident Technical College's advising redesign: https://ccrc.tc.columbia.edu/publications/ipass-four-case-studies.html

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QUESTIONS?

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THANK YOU!

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