

Key Structures and Processes for Holistic Student Support

Elisabeth Barnett, Ph.D.

Senior Research Scientist, CCRC

Project Director, iPASS Assessment and RCT studies

Alex Mayer, Ph.D.

Deputy Director, Postsecondary Education Policy Area

Project Director, MDRC

Alexander.Mayer@mdrc.org



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Objectives

- Introduce framework for holistic student support
- Demonstrate using framework as an interactive tool
- Provide examples from colleges using the tools
- Prepare for breakout session at DREAM conference

Framework Background

What is **holistic** student support?

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.

Holistic student support *teaches* students how to identify and pursue academic and life goals.

- To teach students how to make these decisions, advising and support practices need to address four areas of learning and development.

Information

Skills

Cognitive
Development

Affective
Support

Martin, H. (2007). Constructing learning objectives for academic advising. Retrieved from NACADA Clearinghouse of Academic Advising Resources website: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Constructing-student-learning-outcomes.aspx>

Tait, A. (2000). Planning student support for open and distance learning. *Open Learning*, 15(3), 287–299.

Technology can enable holistic student support



Implementing Holistic Student Support

**A Practitioner's Guide to Key Structures
and Processes**

Framework articulates components that embody advising-as-teaching and SSIPP principles.

Structures for Student Support Practices

Provides guidance on *how* and *when* support is administered so that it is sustained, strategic, and proactive.

Outreach Processes

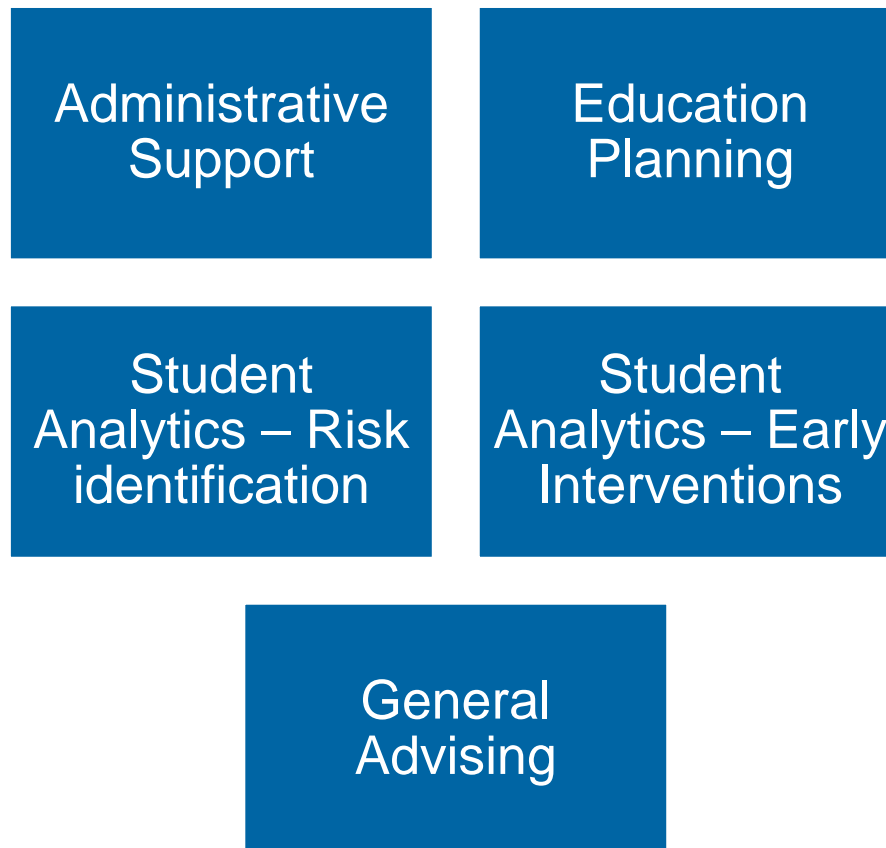
Outlines communication practices that extend to targeted, personalized messages and address the four areas of learning (information, skills, cognitive development, and affective support).

Advising Pedagogy

Describes day-to-day interactions between advisors and advisees to teach students in the four areas of learning.

Framework is designed to allow institutions to identify and implement the features that align with their institutional context and needs.

Structures for student support practices



Structures for student support practices

Education Planning

Guidelines for helping students create a multise­mester degree plan.

Guidelines for ensuring that all students have a complete degree plan.

Guidelines for intervening with students who do not have a complete degree plan or who make substantive changes to their degree plan without advisor support.

Guidelines for checking in with students to ensure that their degree plan still aligns with their academic and career aspirations.

Guidelines for monitoring students' progress toward completion of program requirements.

Outreach processes

Information

Skills

Cognitive
Development

Affective
Support

Outreach Processes

Skills

Messages to students that provide general strategies for academic success (e.g., messages encouraging students to visit the tutoring or writing center).

Messages to students that provide personalized strategies for academic success (e.g., messages encouraging students to discuss their essays with the writing center for specific English courses in which they are struggling).

Advising Pedagogy

Information

Skills

Cognitive
Development

Affective
Support

Advising Pedagogy

Cognitive Development

Advisors who teach students how to think critically about their academic and career pathways and make academic and career decisions (e.g., by helping students understand how their current courses prepare them for their careers).

How to Use the Framework

- Institutions can work individually or collaboratively on the framework to..
 - (a) identify components currently implemented at their college and
 - (b) develop a plan for implementing or improving these components

Ex. Structures for Student Support Practices		
Component	How is this component currently implemented at our institution?	How will this component be implemented at our institution if advising is redesigned?
Administrative Support		
Guidelines for notifying students of administrative or clerical information.		

How to Use the Framework

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Examples using the Framework

Structures for Student Support Practices

- Example: **Structures for student support practices** at California State University, Fresno

Component	How is this component currently implemented at our institution?	How will this component be implemented at our institution if advising is redesigned?
Education Planning		
Guidelines for helping students create a multisemester degree plan.	No formal policy requiring freshmen to develop degree plans with advisors.	Require advisors to review degree plans with students during mandatory advising sessions.

MyDegreePlan Instructions for Students and Advisors

- Communication to students

Before we connect, there's one thing I'd like you to do right away- get the hold lifted from your Student Center by attending the mandatory advising meeting. It is easy to do.

- First, watch this XX minute video about the My Degree Plan through Blackboard. *Insert link*
- Second, attend a one-on-one session with your advisor to review your degree plan and discuss your semester. You will receive an email from your advisor to schedule this appointment.

- Advisor toolbox

Discuss My Degree Plan:

- Confirm if the student has completed his/her My Degree Plan that extends beyond one semester.
- **(For student who has a degree plan)** Give student kudos for viewing the Blackboard PowerPoint and/or creating up a plan.
 - Review plan to identify and help students understand potential pitfalls.
- **(For student who has NOT completed a degree plan)** Walk him/her through how to build a plan and start the process.

Outreach Processes

- Example: **Outreach** to at-risk students at University of North Carolina, Charlotte

Component	How is this component currently implemented at our institution?	How will this component be implemented at our institution if advising is redesigned?
Skills		
Messages to students that provide general strategies for academic success (e.g., messages encouraging students to visit the tutoring or writing center).	No standard practice, varies by advisor.	Provide advisor-mediated communication to reference specific study skills resources students can use.

Sustained Outreach Throughout Semester

UNCC iPASS Advising Calendar Spring 2018					
Month	Week	Date	iPASS Activity	Mode	Intervention Page
January	0	1/2/2018	Initial outreach *student questions*	CONNECT	1
	0-4	1/2/18-2/2/18	Advising sessions for return at-risk	Face-to-face	2
	2	1/17/18	Outreach	Phone call	2
	2	1/18/18	Outreach CPC	Mail merge	2
February	4	2/5/18	Outreach - appointment campaign *Student Questions*	CONNECT	3
	4	2/5/18	Advising sessions (early alert risk, pre-registration)	Face-to-face	3-4
	6	2/19/18	Outreach - appointment campaign follow-up	Phone call	4
	6	2/19/18	Outreach - early alert follow-up	Mail merge	4
March	8	3/5/18	Appointment campaign *Student Questions*	CONNECT	4-5
	8	3/5/18	Advising session	Face-to-face	5
	11	3/20/18	Outreach-information gathering and advising appointment	Email or phone call	6
April	16	4/30/18	Pre-final communication to all treatment students	Mail Merge	6
May	Summer	5/21/18	End of Term Success Report and Advisement Outreach	CONNECT	6

Advising Pedagogy

- Example: **Advising interactions** to at-risk students at Montgomery County Community College

Component	How is this component currently implemented at our institution?	How will this component be implemented at our institution if advising is redesigned?
Affective Support		
Advisors who teach students personalized strategies for addressing social and emotional issues, including connecting students to resources that meet their specific needs.	No standard practice, varies by advisor.	Develop guided questions or “toolbox” to aim for deeper conversations and greater consistency among advisors.

Advising Pedagogy – MontCo’s Approach to the Framework

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

- 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?”

Advising Pedagogy – MontCo’s Approach to the Framework (cont’d)

Possible Actions (How will I get there?)

- **Make an Action Plan and Wrap up Session**

- Summarize to-dos, make sure that the student is clear on these items. Cover any topic(s) that the student would like to discuss and address any questions/concerns they may have.
- Enter the session’s notes in SpeedNotes.

- **Helpful Questions**

- “I am glad that you have come to a decision! Now that you have decided to do _____, do you foresee any challenges?”
- “What will you do first to achieve _____? When?”
- “How can I help you do this?”

Q&A

Conclusion

Redesigning Advising and Student Support: Tools for Practitioners

- Implementing Holistic Student Support: A Practitioner's Guide to Key Structures and Processes
- Technology-Mediated Advising and Student Support: An Institutional Self-Assessment

Enhancing Student-Advisor Interactions

- Interactive breakout session at DREAM pre-convening
- Monday February 19th, 3:15 pm

For more information

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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

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New York Office:

16 East 34 Street New York, NY 10016 Phone: (212) 532-3200

Oakland Office:

475 14th Street Suite 750 Oakland, CA 94612 Phone: (510) 663-MDRC

