

Onboarding students to pathways, student services, and support

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SUNY Guided Pathways Institute #3

Plenary Session

September 25, 2018



Agenda

1. A research-based perspective on student services redesign
2. Making the connection between student support redesign and Guided Pathways
3. Onboarding and student supports
4. Getting started with intentionality

Student support redesign: A research-based perspective

The Problem: Many services, few organizing principles

- Services and supports are fragmented.
- Students receive generic support from generalist advisors—or no one.
- It's more efficient to provide information than build students' metacognitive skills.
- Colleges tend to take an “inoculation approach” to providing support.



The Promise: Four Mechanisms that Support Student Success

1. Creating social relationships
2. Clarifying aspirations and creating commitment
3. Developing college know-how
4. Making college life feasible

The Strategy: SSIPP

Sustained

Ongoing support rather than an “inoculation” approach.

Strategic

Differentiated services to maximize capacity.

Integrated

Services are an integral part of all students’ experiences, and are not viewed as stand-alone interventions.

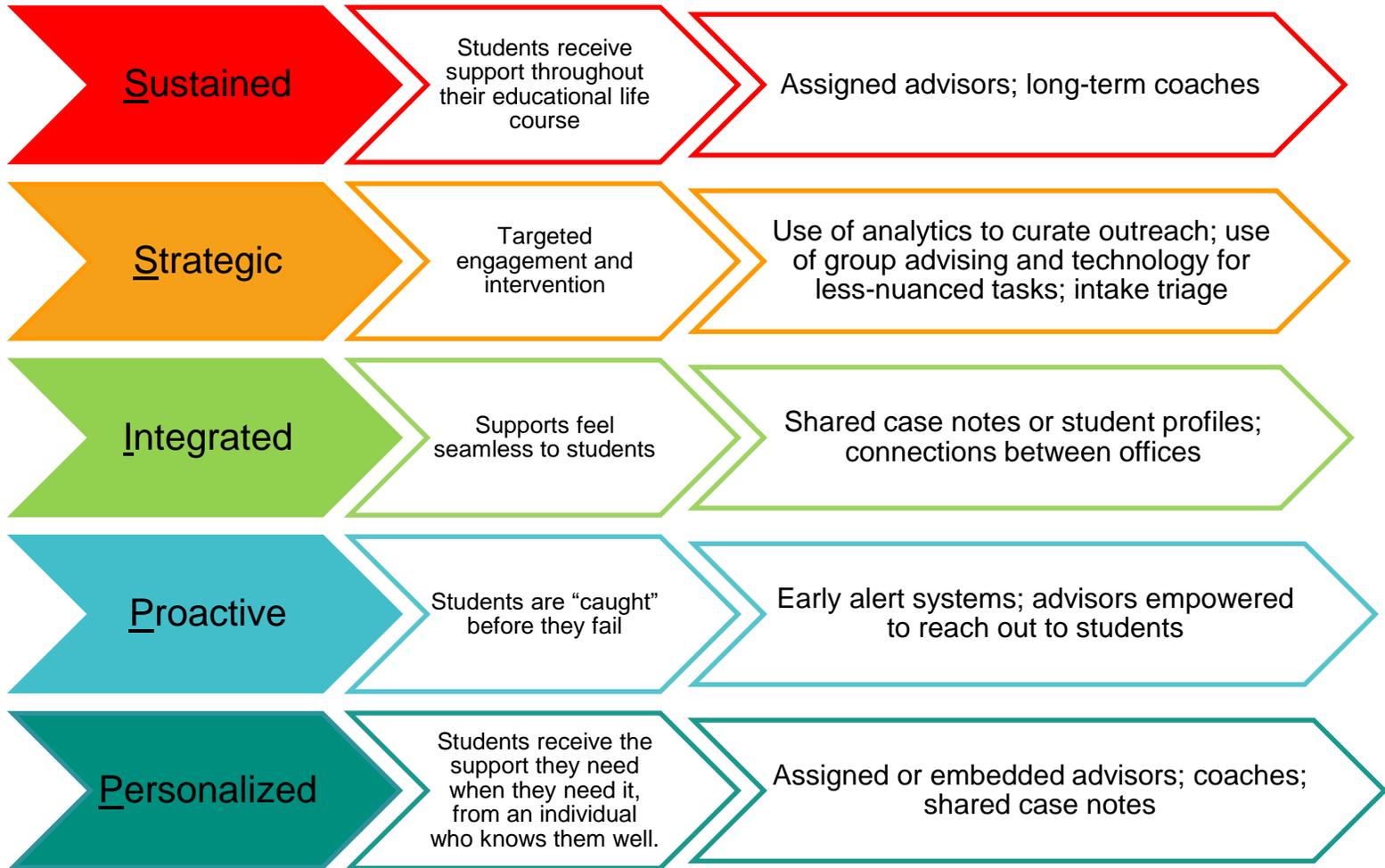
Proactive

Services and information are provided to students before they’re requested.

Personalized

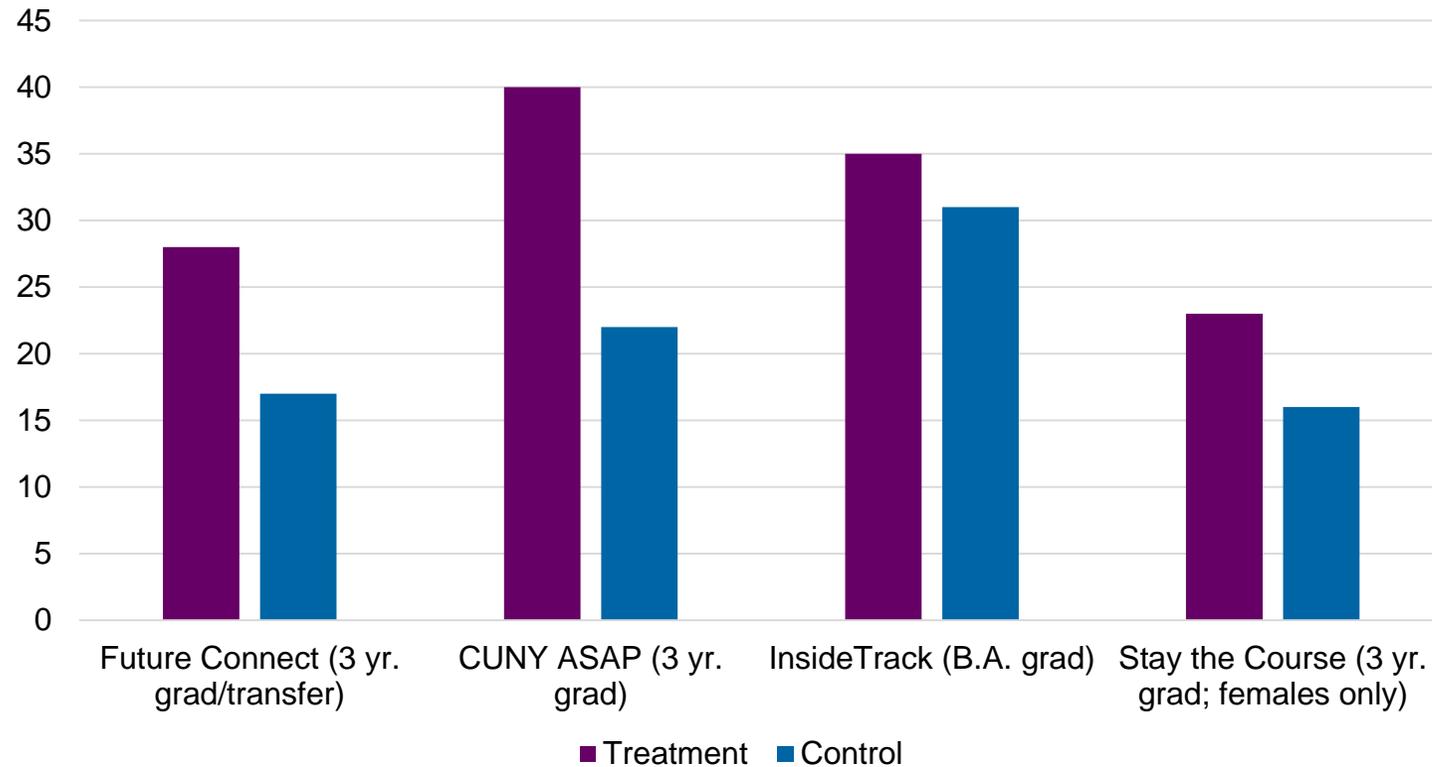
Students receive the support they need when they need it, from an individual who knows them well.

SSIPP as an evidence-informed toolbox



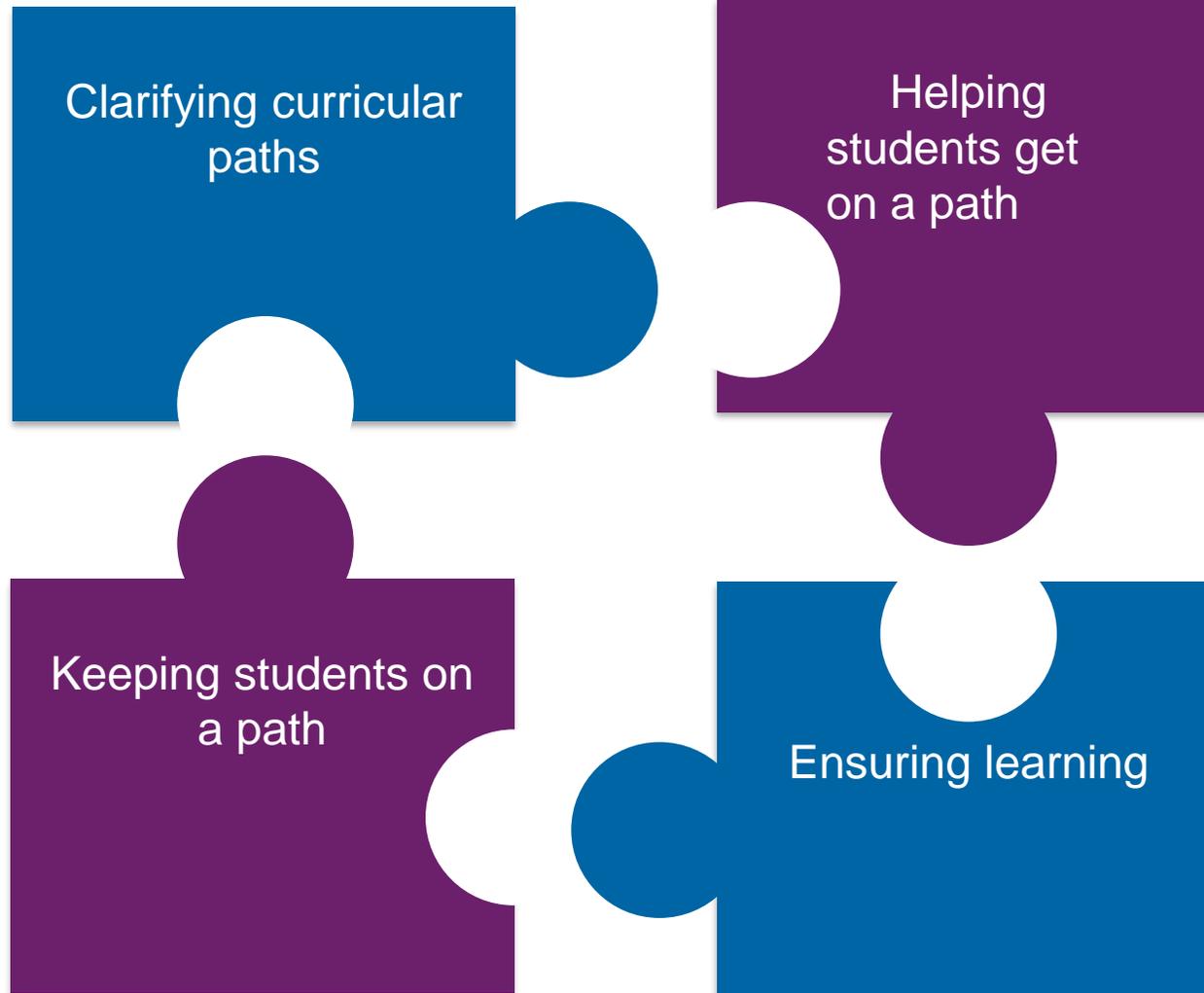
Reorganizing services around SSIPP principles improves completion.

Completion: With comprehensive advising versus business-as-usual



Student services redesign and Guided Pathways

Guided Pathways Practice Areas





Guided Pathways provide an architecture for enacting SSIPP-informed student services redesign.

Clarify students' paths: Program maps reduce need for registration focus.

Get students on a path: Create space for faculty-led career planning conversations and long-term program planning.

Keep students on a path: Maps and plans allow for risk identification and triage.

Ensure students are learning: Encourage support to focus on student engagement, not procedures.

Onboarding

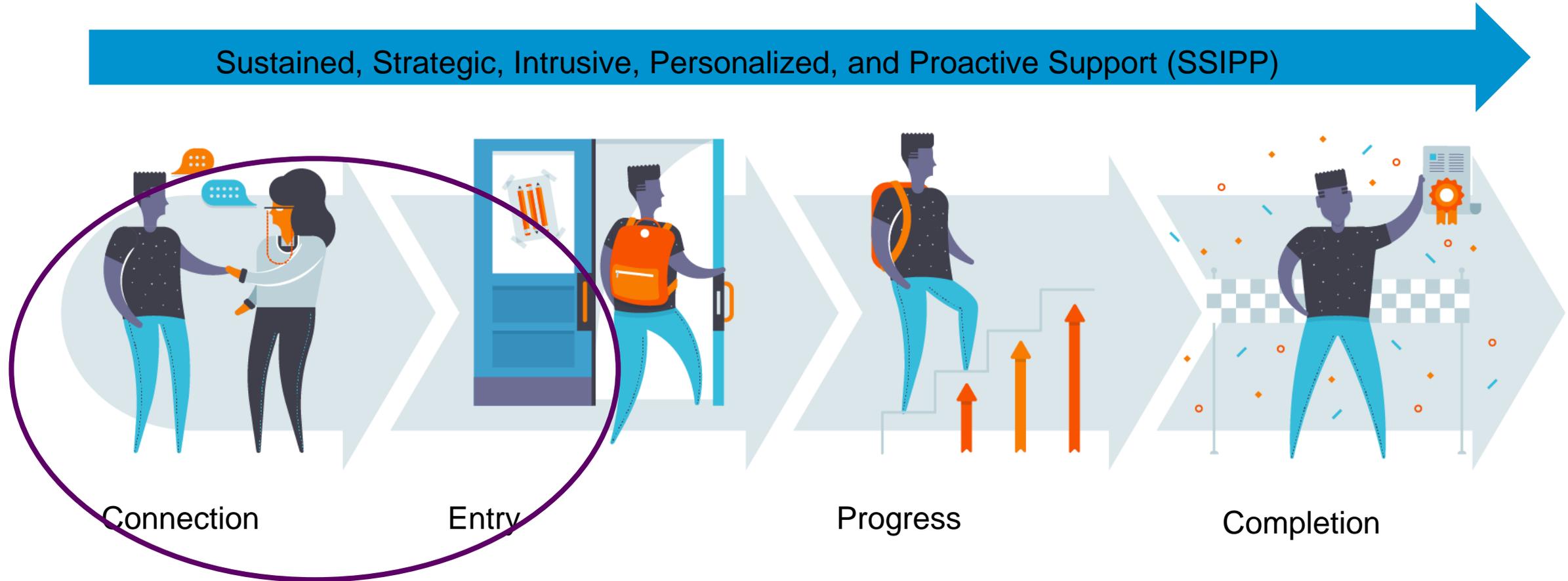
Think, Pair, & Share

What does “onboarding” mean to you?

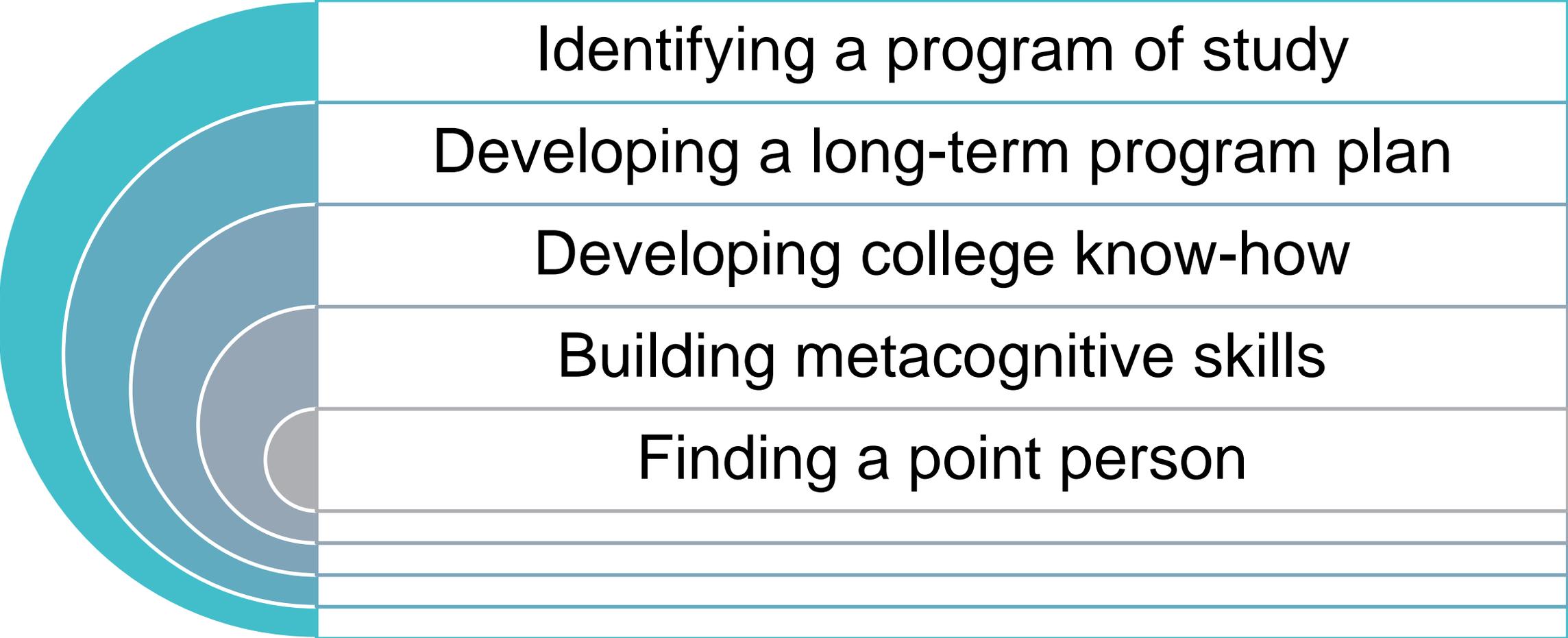
How does it connect to SSIPP and Guided Pathways?

Completion by Design's Loss-Momentum Framework

Sustained, Strategic, Intrusive, Personalized, and Proactive Support (SSIPP)



Onboarding for Guided Pathways: Helping students get on a path



Identifying a program of study

Developing a long-term program plan

Developing college know-how

Building metacognitive skills

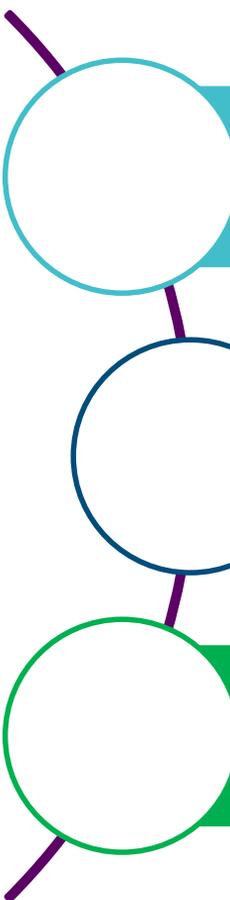
Finding a point person

Reflect

How does GP onboarding differ from traditional admissions and enrollment?

Considerations when getting students on a path

Considerations when helping students get on a path

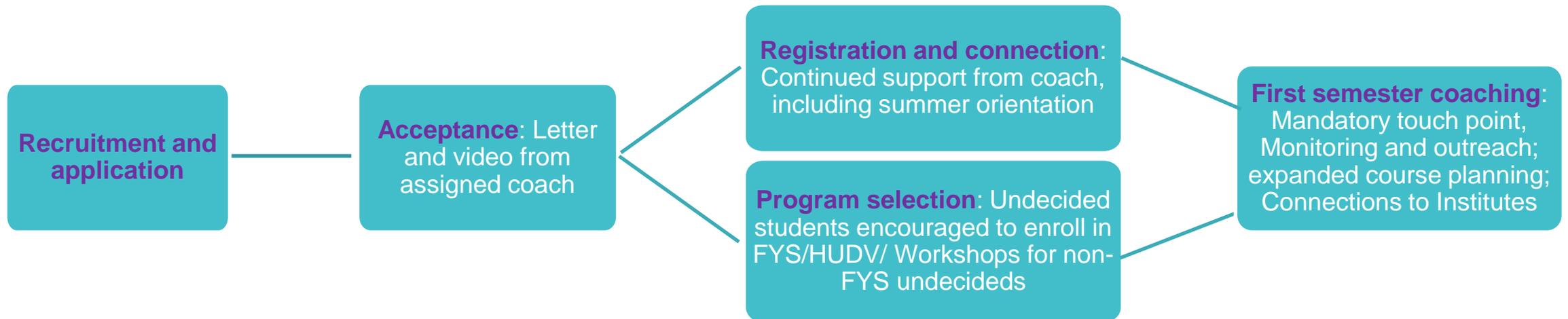


Students hate a hand-off.

Integrate academic and career planning.

Keep equity considerations front and center.

One college's integrated approach



Keeping equity front and center

Keep an eye on inadvertent tracking.

- Which students are in which programs?
- Who ends up in certificates versus transfer programs?
- How do you message choices? Words matter.

Technology may have a dark side.

- Data and algorithms are imperfect.
- Algorithms embody and codify human values and decision-making.
- Weapons of Math Destruction

An Onboarding Toolbox

Dual enrollment

- Dual enrollment as intro to meta-majors
- Dual enrollment in first year seminars
- Shared advisors to allow for long-term planning

Redesigned orientation

- Focus on connection
- Emphasize long-term planning
- Tailored for meta-majors

First year experience course

- Narrowed emphasis
- Combined academic and career exploration
- Applied learning
- Connection to meta-major

Career exploration hub

- Undecided students sent directly to career exploration
- Centralized engagement in career and academic exploration

Team Check

What current structures, programs, or practices do you have that can be leveraged?

To what extent do they align with SSIPP and GP onboarding practices?

Getting Started: An argument for intentionality

GENERAL MODEL

Research Principles	SSIPP	Integrated advising v. academic advising
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TOOLBOX OF APPROACHES

Case management	Technology	Coaching	Schools/pathways connections	First year seminars
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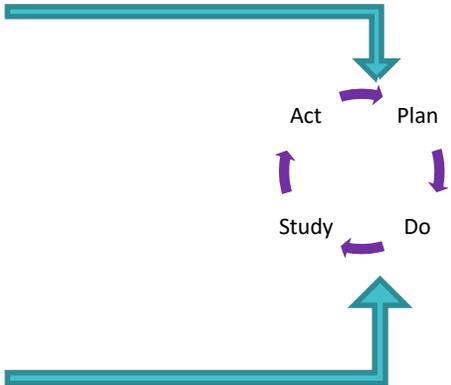
INSTITUTION-SPECIFIC MODEL

Unified advising role (including skills, competencies, and educational backgrounds)	Point person for students	Connections to Institutes	Student planning blended with soft skills	Mandatory engagement
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IMPLEMENTATION PROCESS

Role definitions	Staffing plans and reporting (especially for counselors)	Communications	Workplans	????
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An intentional, transformative change process

Clarify the vision

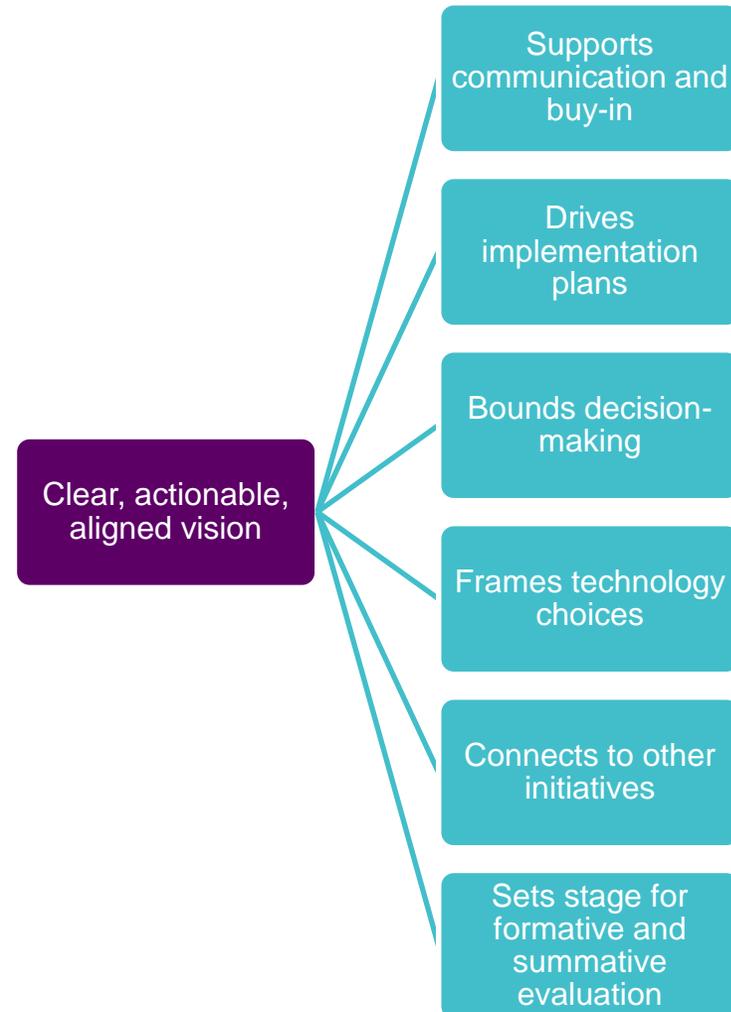
Develop the model

Make downstream decisions

Refine the model

Make additional decisions in preparation for launch

1. Clarify the vision



The vision

The goal is so that students can be more successful in their educational journey here to college.

We want all students to have a single point of contact. We want mandatory touch points. We want their advising experience to connect to our guided pathways reform. We want students to have a personalized, long-term connection to an advisor.

What is an institutional “vision”?

- A clear, shared picture of the best case scenario
- A mental model of where you want to go
- Specification of terms and concepts
- More concrete than a set of goals, less specific than tactics



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THINK: Your student support vision

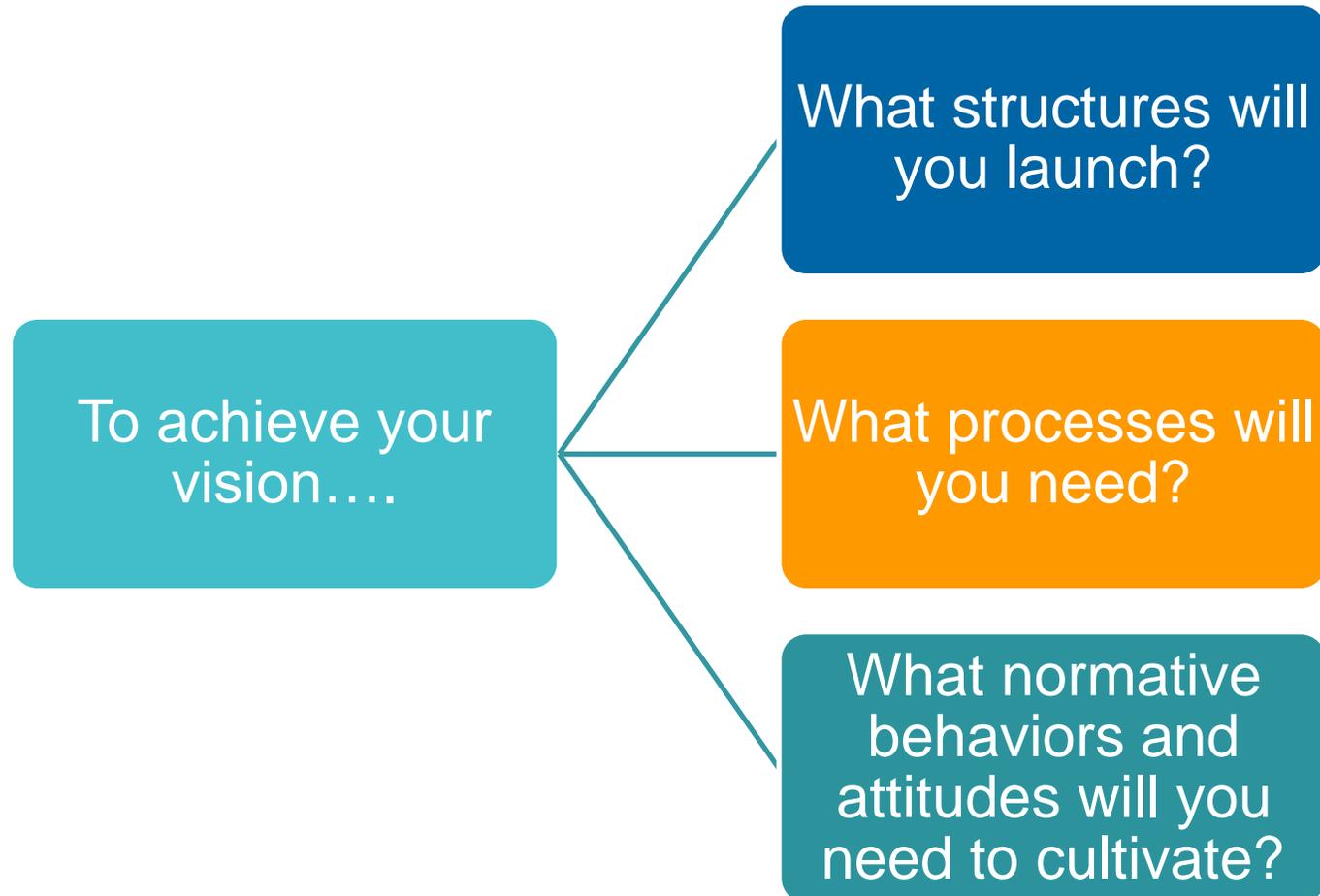
If you could start from scratch, how would you design student services and supports?

- What would students experience?**
- Who would deliver this experience?**
- How would you organize this experience?**
- What part does onboarding play in this larger student support experience?**

SHARE your vision with your teammates

- **To what extent are your visions aligned? Where do they differ?**
- **Push back on each other's visions.**
 - ✓ Ask questions
 - ✓ Clarify terms
 - ✓ Identify ways the vision might or might not contribute to SSIPP experiences for students
 - ✓ Think about downstream implications for students and staff
- **Can you begin to develop a single vision for you guided pathways onboarding approach?**

2. Develop your institution's model

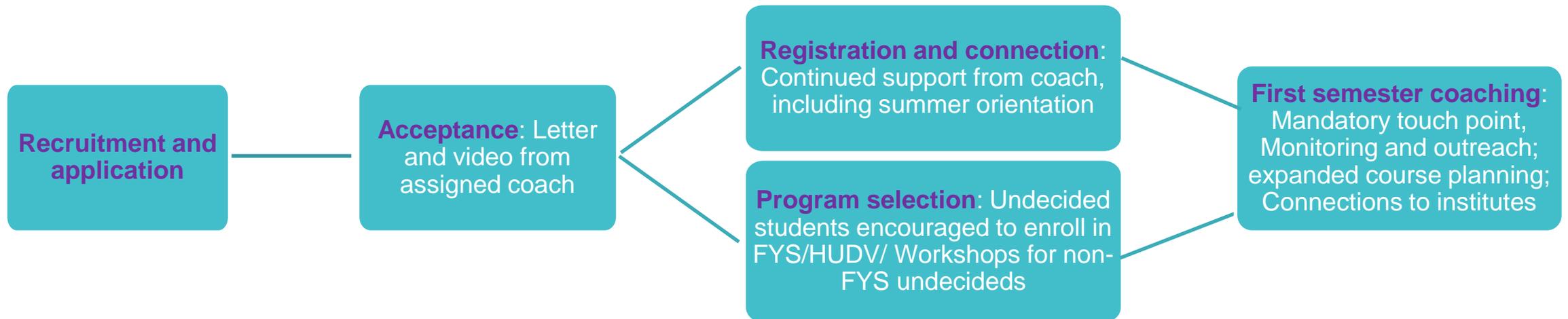


Things to think about

(Not a complete list!)

- When and in what ways will students receive support?
- How will support shift across the student life cycle?
- Where will you leverage other pieces of Guided Pathways (e.g. program plans)?
- What types of outreach will you do?
- What will in-person interactions look like, and who will be responsible for them?
- Which pieces of onboarding can be offered en masse (via group advising, informational emails, student success courses) and which need to be individualized?

Institutional model: student flow



COLLABORATE on a student-focused model

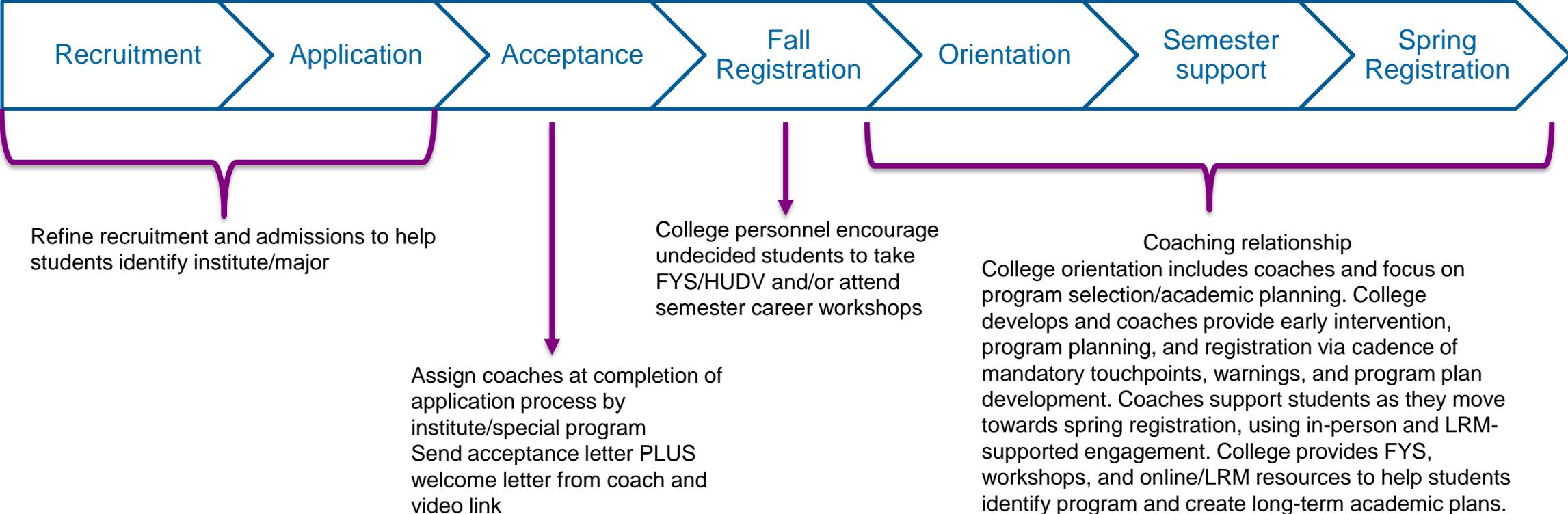
How will students flow through your new support structures to enact the vision you developed?



4. Identify downstream decisions and actions

- You will likely need multiple action plans
- Continually circle back to the vision
- Ask yourself: Does this encourage sustained, strategic, personalized support for all students?
- Don't forget to focus on structures, processes, *and* behaviors

Institutional model: Institutional view



Downstream decisions and activities

Develop welcome letter and video	Finalize orientation program and clarify coach role
Workshop development	Determine which interactions will be automated, student-initiated, and advisor-initiated
Clarify process for shifting/sustaining advisor/coach assignment if students change programs	Identify LMS/technology needs in concert with CRM procurement process underway
Develop coaching guidelines, protocols, or other specified cadences for mandatory interaction	Develop coach onboarding, training, and professional development