SUNY GUIDED PATHWAYS INSTITUTES

Short-Term Action Plan
Pathways Institute #4: Supporting Student Progress on their Pathway

Institution Name: _____

Part I-A: Student Experience Data
ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: *As you did for the Flow Chart activity for Institute #3, please review your institution's Community College Survey of Student Engagement (CCSSE) data. You will look at a few of the same questions you did for Institute #3, as well as several different questions. This time, please review the data as a team by discussing the following questions and entering your responses prior to institute #4. During the Institute you will synthesize the data with what you learn from the focus groups.*
Submit responses to Renee Dimino (rdimino@monroecc.edu) by January 9, 2019.

**If your institution does not participate in CCCSE (or has not since prior to 2015), please use any other means your college collects student assessment of on-boarding/intake experiences (SUNY SOS, in-house student opinion survey, event evaluation, etc.)

Complete Guiding Questions 1-3 as advance work. Questions 4 and 5 will be completed during team strategy session #1 at Institute #4.

Guiding Questions	College Responses to Guiding Questions
1. **CCSSE benchmark scores:** *Compare with peer and/or Pathways institutions.* • *Refer to the CCSSE tutorial videos on the online reporting system and on standard reports (particularly slides 11–25) for instructions on how to retrieve and navigate CCSSE **benchmark** reports for your college's students.* After reviewing the benchmark scores, what specific findings have particular pertinence to the college's current plan for pathways integration? What specific findings point to potential new priorities for college action?	

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Guiding Questions	College Responses to Guiding Questions

2. **CCSSE item-level data:** *Focus on the two benchmarks: Active and Collaborative Learning and Student-Faculty Interaction, as well as other items indicative of student learning. Examine at the item level (both those that fall within the benchmarks and those that don't) where the college's results differ significantly (+ or -) from the aggregate results for peer or consortium colleges.*
• *To view results from items that do not fall within the benchmarks, refer to the CCSSE tutorial video on* <u>standard reports</u> *(particularly slides 23–25) for instructions on how to retrieve CCSSE* **frequency** *reports for your college's students.*
 	
Ensuring Students are Learning
    o *4a-4g*
    o *4i*
    o *4k-4l*
    o *4n-4p*
    o *4r*
    o *4u*
    o *5a-5f*
    o *6a-6c*
    o *8a*
    o *9a*
    o *10a*
    o *12a-12f*
    o *12h-12i*
 	
Which findings capture the team's attention/concern? What specific findings at the item level have particular pertinence to the college's pathways integration? What specific findings point to potential new priorities for college action?
	o

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Guiding Questions	College Responses to Guiding Questions
3. **Disaggregated *CCSSE* data:** *Examine, at the benchmark and item level, key breakout analyses (less than full-time vs. full-time; developmental vs. non-developmental; traditional vs. nontraditional age; first-generation vs. not first-generation; racial/ethnic identification; and so on).* • *Refer to the CCSSE tutorial video on custom reports for instructions on how to create custom, disaggregated CCSSE reports.* • *Be sure to check the number of students in each breakout group to ascertain whether the numbers are large enough to support interpretation of the results.* For each breakout analysis, which findings from these comparisons capture the team's attention/concern? Where do the data demonstrate that different groups of students are having very different experiences? What specific findings have particular pertinence to the college's current plan for pathways integration? What specific findings point to potential new priorities for college action?	
4. **Student and Faculty Focus Groups:** Which findings from the *focus groups* captured the attention/concern of the college team? What patterns, if any, are there? What might the patterns indicate about the needs of students at the college? What might such patterns indicate about the needs of faculty at the college?	

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Guiding Questions	College Responses to Guiding Questions
5. **Synthesis:** How do the institutional *CCSSE* data and *focus groups* work together to provide an understanding of the student experience and teaching and learning at the college? What opportunities does the team see? What strengths/weaknesses have been revealed? What are the implications for initiating, scaling up, refining, or discarding certain practices related to student experiences? What evaluation or progress-monitoring systems does the college have in place to evaluate these practices? How will the college collect and analyze these data? Explain how this fits into the college's pathways integration.	

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Part I-B: Synthesizing Institute Day 1
Complete during team strategy session #1

Instructions: Use the following questions to guide a discussion highlighting divergent and convergent perceptions, leading toward team consensus*.*

Submit with all post-institute work to Renee Dimino (rdimino@monroecc.edu) **by February 5th, 2019.**

Guiding Questions	College Responses to Guiding Questions
Which issues/approaches/ strategies discussed during the first day of the Institute are potentially of greatest interest to the college?	
What existing knowledge and/or college work has been reinforced?	
Discuss insights the team has gained from these conversations; name 3–5 as a team.	
What do you not know now that you need to know about these issues/approaches? How will you obtain that additional data/information?	
REQUIRED: *Please describe needed technical assistance and/or professional development to support the college's work on redesigning student intake and support systems.*	

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Part II-A: Discovery Inventory

To be completed partially before the institute, and completed during College Team Strategy Session #2 at the institute.

Instructions: After reading Chapter 4: Integrated Student Support Discovery Process of the Integrated Student Support Redesign Toolkit from ATD (on pre-institute reading list), complete the Student Experience Discovery Inventory on the next several pages.

Complete all 4 columns for the following sections as **advance work before institute #4**:
- Admissions and Entry
- Orientation

Complete the first two columns (Column One: Current Design and Column 2: What are the issues for students, staff, or faculty with the current design?) of the following sections as **advance work before institute #4**:
- Advising and Planning
- Integration of Student Supports and Success Strategies
- Use of Data and Adoption of Technology

Complete the rest of the inventory during **Team Strategy Session #2 at institute #4.**

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Pathways Institute #4: Supporting Student Progress on their Pathway

Part II-A: Discovery Inventory

How to Use This Inventory

The Discovery Inventory Worksheet is designed to guide a collaborative, open discussion in which your integrated student support guiding team focuses on the design of the students' experience from intake through advising and student supports. The worksheet is designed to help the team document key structural, process, and cultural components of the current student support approach that may need to be addressed in order to reach the ideal experience you are striving for in your redesign.

Remember the five core design principles of an integrated student support approach that were emphasized in Chapter 1 of the Toolkit during your discussion and as you think about the ideal design.

➢ **Sustained**: Students are supported throughout their entire journey at an institution, particularly at key momentum points.
➢ **Strategic**: Time, energy, and resources are more intentionally allocated to provide a broad range of support services to all students while also enabling the personalization of supports.
➢ **Integrated**: Services are not viewed as stand-alone interventions but an interconnected set of tools that together create a strong support structure. Faculty and staff understand how their role in this support structure connects with the roles of others and once siloed departments work together collaboratively as the norm. Technologies that underpin these support services are integrated on the back end to create a seamless user experience.
➢ **Proactive**: Institutional policies and practices mandate or incentivize preemptive behaviors in support professionals and faculty as well as in students.
➢ **Personalized**: Each student receives the specific type and intensity of support they need in order to identify and achieve their academic and career goals.

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	Part II-A: Discovery Inventory			
	Admissions and Entry			
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Admissions Documents a) What admissions documents must a student complete before registering for classes? b) What can be submitted online vs. what must be submitted in person? **c)** Who is responsible for obtaining these documents from the student?				

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Part II-A: Discovery Inventory				
Admissions and Entry				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Intake Survey a) Is an intake survey used to gather contextual information about each student? b) If so, how is this information used to connect students to support services prior to starting class?				
Use of Registration Holds a) Are there additional holds (other than documentation) on students' profiles that may prevent them from registering?				

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	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Part II-A: Discovery Inventory				
Admissions and Entry				
b) If so, who is responsible for removing those holds, and is this process automatic or manual? c) How do students know their holds have been removed?				
Admissions Communications a) When does a student start receiving communication from the college through their school account? b) Is a student alerted to only use the institution email account moving forward?				

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	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Part II-A: Discovery Inventory				
Admissions and Entry				
c) How are communications sent to a student? *For example: email, phone calls, text message.* d) During the admissions process, how many communications total does a student receive (all departments)?				

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Part II-A: Discovery Inventory				
Orientation				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Orientation Policies a) Are all students required to attend an orientation? b) If not, who is required to do so and how did the institution determine which populations needed orientation?				
Attending Orientation a) What steps must a student take to be able to attend orientation? How does a student register for orientation? b) How often is orientation held (including times) and how do students learn about the available orientation sessions?				

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Part II-A: Discovery Inventory				
Orientation				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Orientation Goals and Topics a) Are there student learning outcomes for orientation? b) List the specific topics that are covered during orientation? c) How is orientation evaluated for effectiveness?				

Part II-A: Discovery Inventory Orientation				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Orientation Delivery a) How is new student orientation delivered? b) Is it a one-off event or a series of in-person and virtual interactions/nudges? c) Who besides orientation staff attend or participate in orientation (faculty, staff, administrators)?				

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Part II-A: Discovery Inventory			
Advising and Planning			
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Advising Structure a) Do you have faculty advisors, professional advisors, or a hybrid model? b) Do you have full-time advisors? c) Is advising centralized or decentralized by campus/department? d) Is one person ultimately responsible for advising? e) Does this individual have sufficient time to support and oversee advisors? f) Does this individual have sufficient authority to ensure advising quality and consistency?				

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	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Part II-A: Discovery Inventory				
Advising and Planning				
Assignment of Advisors a) Does every student have an assigned advisor? b) If so, how and when are students assigned an advisor? c) How are students introduced to their advisors? d) Does a student have a specific advisor for the entire academic journey? e) If not, at what point does the student move from one assigned advisor to another? f) What does this hand-off process look like? g) Can students walk in without an appointment to see an advisor? Do you use a kiosk or sign-in system? h) What is your student to advisor ratio?				

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<table>
<tr><td colspan="5">Part II-A: Discovery Inventory
Advising and Planning</td></tr>
<tr>
<td></td>
<td>Current Design</td>
<td>What are the issues for students, staff, or faculty with the current design?</td>
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<td>What changes or next steps are needed to move toward the ideal design?</td>
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<tr>
<td>Advising Policies
a) Are students required to meet with an advisor prior to orientation, registration, and/or program placement? If so, explain the process.
b) What policies are in place to encourage or require students to see their advisors after the initial visit?</td>
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<tr>
<td>Student Use of Advising
a) Where is information related to advising available to students?
b) What evidence indicates this information is easy to access?
c) Are students required to make an appointment to meet with their advisor?</td>
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Part II-A: Discovery Inventory				
Advising and Planning				
d) If so, how far in advance do they need to make the appointment? e) Is technology used to empower students to complete routine tasks or access basic services?				
Advising Sessions a) Roughly how often does an advisor see a student each term? b) How often does an advisor proactively contact each student to schedule an advising appointment? c) What is the average length of the advising appointment?				

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	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Part II-A: Discovery Inventory **Advising and Planning**				
d) What are the top three areas advisors focus their sessions on? *For example, career planning, academic planning, financial literacy and planning, identifying unique barriers to success.* e) Are there any student surveys or assessments that advisors use when working with students? If so, please list.				
Advising for Student Groups a) Are any groups of students advised differently? *For example, STEM students, Pell recipients, certificate seekers, honor students, student athletes, first-generation students, online students, or undecided students. If so,*				

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<td>briefly describe the main differences.
b) Are part-time students' advising experiences different from those of full-time students? What evidence supports your response?
c) How is advising of noncredit students different in design or process? Does noncredit advising include an emphasis on transition to degree programs?</td>
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<td>Academic and Career Planning
a) Do advisors build/use degree plans for every student they advise?
b) Do students, faculty, and advisors have the ability to easily monitor a student's progression through a degree program?</td>
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<td>c) Do the degree plans automatically update as the student's path changes?

d) Are students supported in developing a personalized career plan? If so, how?

e) Does this career plan align with the student's academic plan?

f) In what order are the career plan and academic plan developed?</td>
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<td>Definition and Roles

a) Does your institution have a common definition of advising? If so, please list the parts of the current definition.

b) Based on your definition of advising, what skill sets are required for advisors to be successful?

c) Are the roles and responsibilities of advisors</td>
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	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
clearly defined and differentiated from the roles of other support professionals, such as counselors? d) Are student learning, retention, and success included in the role description of advisors and other support professionals? e) Do you have advising learning outcomes and/or syllabus for students? If so, are these academic-related or do they include non-cognitive skill building and career development? f) How do you evaluate advising? g) Is someone at the college in charge of the coordination and evaluation of, and the				

Part II-A: Discovery Inventory
Advising and Planning

	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
reporting on, all advising services?				
Training and Collaboration a) Is there a training or professional development program for advisors at your college? b) Is your professional development for advisors optional/mandatory? Ongoing or one-off? Scheduled and in-person and/or available on demand? c) How do advisors communicate/collaborate with other student service offices or with the academic divisions?				

Part II-A: Discovery Inventory				
Advising and Planning				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
For example, when referrals for academic or personal support services are necessary, or when multiple campus locations are involved. d) Is there a common student folder or communication tool through which to read advisor notes? Is it utilized by the entire college?				
Challenges a) What are the two biggest challenges students report experiencing with advising supports? b) What are the two biggest challenges for advisors?				

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	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Part II-A: Discovery Inventory Integration of Student Supports and Success Strategies				
Academic Supports a) Briefly describe how tutoring works at your institution. How do students get connected or referred to tutors? b) How do you incorporate library services in coursework and student support services?				
Financial Security a) What supports does the college provide to students with financial security challenges? *For example, tax preparation, public benefits, housing support, emergency loans, food pantry, clothing closet, transportation, childcare.* b) Are these services provided by the college or through external partnerships?				

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c) How are students made aware of and connected to the supports listed above? d) Does the college have a system (protocols and/or technology) in place to proactively identify students who need these services and track their use? e) What percentage of students who require these supports actually receive them? *For example, are these services delivered at scale?* f) Are these services provided on campus? If not, how does the college ensure that students receive the support they are referred to?				
Other Supports a) What other service/academic departments do you consider critical to your work in student success? b) What structures promote collaboration across departments?				

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Connection to Supports a) Are campus-based supports located in one place, or hub, or do students have to go to different offices for different questions/services? b) How do students get connected to the following supports: counseling, tutoring, library services, career planning and preparation, financial aid? c) Are students and support staff/advisors alerted when students are at risk of falling off their program path? Are policies in place to intervene to help the student get back on track? d) How are students "handed off" between departments? What technology or referral process is used? e) Are all front-line staff trained to know whom to refer				

students to for different issues? If so, how are they trained? f) Are all faculty (including adjunct) aware of the range of supports provided by your institution and how to connect students with them? If so, how are they trained? g) Is this training ongoing? What delivery method is used?				
Scheduling a) To what extent can students get the courses they need, conflict free, at registration? b) How are students' course needs assessed?				

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Part II-A: Discovery Inventory Use of Data and Adoption of Technology				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Student-Level Data a) How are student-level data collected and shared with faculty and staff? b) Do you currently have reporting dashboards that are widely used in decision-making? c) Do advisors and other student support staff use student-level data on a daily basis to inform their work with students? d) Does Institutional Research (IR) regularly meet with or train college staff and faculty to discuss and explain the nuances of this data, and to answer questions?				

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Part II-A: Discovery Inventory Use of Data and Adoption of Technology				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Institutional Data a) How do you evaluate the impact and effectiveness of your student supports? How often does this occur? b) How do you analyze and use data to inform policy and process decisions related to student supports? c) Who is involved in making those decisions? d) How is IR involved in the evaluation process? e) Are you using or planning to use predictive analytics in student success efforts? If so, briefly describe. f) If you are currently using predictive analytics in student success efforts, how long have you been doing so?				

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Part II-A: Discovery Inventory				
Use of Data and Adoption of Technology				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Technology Use a) How does the college currently use technology to support advising and student support delivery? b) To what extent are these technologies used by the target end user in the intended manner? c) To what extent are these technologies integrated with one another? d) Are there any functionalities available to you with your existing technologies that you are not currently using? If so, why are they not being used?				

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Supplemental Tool: Technology Inventory

The table below may be useful in helping your team identify your current or planned technologies that support your integrated student support approach.

Technology			
Category	**Technology Solution(s)**	**Phase and Scale of Adoption among Target End Users**	**Extent of Integration**
Student Information System			
Customer Relationship Management			
Learning Management System			
Early Alert System			
Degree Planning System			
Career Exploration/Planning Tool(s)			
Financial Planning/Management Tool(s)			
Student Portal			
Data Warehouse			
Predictive Analytics System			

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Dashboards/Progress Monitoring Tool			
Data Visualization Tool(s)			
Academic Tutoring Tool(s)			
Coaching & Advising Tool(s)			
Resource Connection Tool(s) *May take the form of social networks, portals, campus forums, individualized webpages, text messages, or emails.*			
Other Relevant Technologies			

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Pathways Institute #4: Supporting Student Progress on their Pathway

Part I-B: Synthesizing Institute Day 2

Complete during team strategy session #2

Instructions: *Use the following questions to guide discussion highlighting divergent and convergent perceptions, leading toward team consensus.* ***Submit with all post-institute work to Renee Dimino (rdimino@monroecc.edu)*** *by February 5th, 2019.*

Guiding Questions	College Responses to Guiding Questions
Which issues/approaches/ strategies discussed during the second day of the Institute are potentially of greatest interest to the college?	
What existing knowledge and/or college work has been reinforced?	
Discuss insights the team has gained from these conversations; name 3–5 as a team.	
What do you not know now that you need to know about these issues/approaches? How will you obtain that additional data/information?	

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Part IV: Action Planning—Working the Plan

To be completed and augmented with other college personnel after institute #4

Next Steps*: This template is provided for more detailed planning in regard to identified priorities/strategies for designing and implementing guided pathways at scale. First review the short term action plans your team has submitted at each institute part of SUNY Guided Pathways cohort 1. Reflect on progress to date and include any relevant goals from prior short term action plans as well as new goals based on your overall work. Once you've identified and collaborated with key people on your campus,* **submit to Renee Dimino (rdimino@monroecc.edu) by February 5th, 2019.** *Add rows as necessary.*

Priority/Strategy	Goal(s)	Activities Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
Identify the top priorities for next steps in the work	Based on these priorities, name specific desired student outcome	List the steps required to accomplish these priorities	Who will assume leadership responsibility?	Implement date	Formative evaluation date	What resources (time, people, facilities, and money) need to be allocated/reallocated?	What challenges do you anticipate?
1.							
2.							

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3.							
4.							
5.							
6.							