



Proactive Advising and Coaching – Faculty & Staff Meeting

April 4, 2016

Agenda

- Overview of Proactive Advising and Coaching Initiative
 - Proactive Advising and Coaching
 - First in the World Grant
 - Project Goals
 - Appreciative Advising
 - Aviso Software
 - RCT Study
 - Complements the QEP Goals
 - Project Goals Continued

Proactive Advising and Coaching

Proactive – taking action based upon previous and current information in anticipation of future needs

Advising – giving insight or direction about an academic matter in order to teach and guide students in decision making processes concerning their educational goals

Coaching – helping students develop skills and make decisions to improve effectiveness and performance

Why is this important to us?

Effective academic advising centers on creating a clear path from where (students) are now to their ultimate educational goals. Regular advising provides opportunities to update the plan to respond to changing goals, interests, or circumstances. - CCCSE

Significantly correlated with student retention, progression, and completion.

First in the World



- First in the World (**FITW**) is a grants program from the US Department of Education *designed to support the development, replication, and dissemination of innovative solutions and evidence for what works in addressing persistent and widespread challenges in postsecondary education for students who are at risk for not persisting in and completing postsecondary programs.*
- SCC is participating in **Carolina Works**, a consortium of ten NC community colleges that received a FITW validation grant to implement success coaching and examine its effects on students at risk of not meeting educational goals.
- A **four-year** grant program providing software for enhanced advising and academic planning, professional development, and two success coaches.

Goals of the Initiative

- Implement proactive student success coaching with fidelity as part of RCT validation study
- Improve retention and completion rates

Steering Committee

- Dominique Benson
- Scott Baker
- Thom Brooks
- William Brothers
- Cheryl Contino Conner
- Cheryl Davids
- Casey Deakins
- Mark Ellison
- Tori Ellison
- Bethany Emory
- Mitch Fischer
- Danell Moses
- Lynda Parlett
- Barb Putman
- Hilary Seagle
- Others?? – Contact Thom

‘Big 3’ Opportunities with the Initiative

SCC Students, Faculty, and Staff will have the opportunity to

- Use the Aviso Coaching Platform – Coaching, Software, Training, Analytics
- Learn about the Appreciative Advising model
- Participate in a milestone RCT study with other Carolina Works colleges



Appreciative Advising

SCC Appreciative Advising YouTube video: <https://youtu.be/ckpbPrUiJLg>

Appreciative Advising

Appreciative Advising harnesses the power of the organizational development theory of Appreciative Inquiry and the positive psychology literature to provide a framework for increasing adviser and student success.

Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development.

A model for communicating with and engaging student through six phases

Appreciative Advising



Disarm

Make a positive first impression with the student, build rapport, and create a safe, welcoming space.



Dream

Inquire about students' hopes and dreams for their futures.



Deliver

The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.



Discover

Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.



Design

Co-create a plan for making their dreams a reality.



Don't Settle

Advisers and students alike need to set their own internal bars of expectations high

Aviso Platform

- Coaching – Effective models for guiding students toward success
- Software – Powerful, integrated advising and student success platform for academic planning, student alerts, and data-driven analytic
- Training - Development of success coaches
- Analytics - Historical and predictive measures for identify students at-risk, recognizing progress, and assessing success outcomes

Design of the Study

- Experimental Study design: Randomized Controlled Trial
- Condition of FITW Validation Grant
- ‘Gold standard’ of evaluation research
- Challenging to implement!
- Conducted by FITW grant evaluators: DVP-PRAXIS LTD
- Based on a study by Bettinger and Baker at Stanford University

Design of the Study

Dr. Baker discussing the study

YouTube video: <https://youtu.be/hPUEh3FEZwA>

Design of the Study

- RCT Basics
 - A study sample
 - Random assignment to 'treatment' or 'control'
- Carolina Works study sample = Students not enrolled in previous 3 academic terms
- 'Treatment' condition = Assignment to a Success Coach and receipt of proactive coaching
- 'Control' condition = Business as usual

“Business As Usual”

Services already in operation at college

Assignment of advisor to student
Academic/Student Success Center
Programs serving unique populations (e.g. TRIO)
Other college-specific services

New Aviso functionality

Students create profile in Aviso
Students create academic plan
Students receive auto-alerts from Aviso for attendance, grades, registration
Students receive achievement alerts from Aviso
Students assigned predictive analytic risk score by Aviso
Faculty and staff submit early alerts through Aviso

“Treatment”

Student assigned to a Success Coach

Coach proactively outreaches to student
Coach receives auto-alerts & achievement alerts, and reaches out to student
Coach uses Aviso risk score to inform student outreach
Coach receives staff-generated early alerts, and outreaches to student

Fall 2016
semester



Study students
identified at each
college



Random
assignment of
students to
treatment or
control groups
(1st day of
classes)



Fall 2016
treatment
group

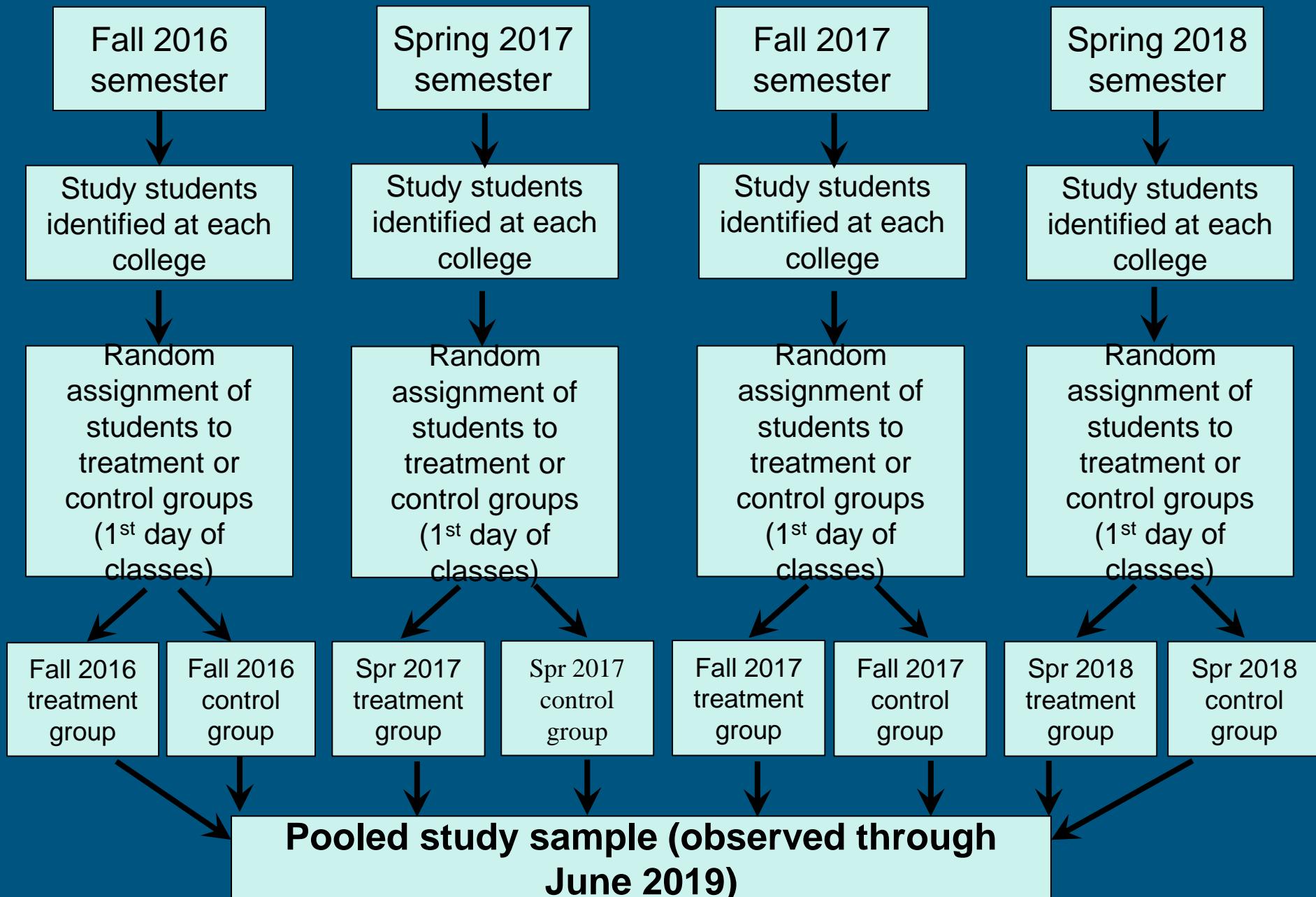
Fall 2016
control
group

First term that students will enter study sample

Study students = Students not enrolled in previous
3 academic terms

DVP-PRAXIS LTD will identify study students and
will randomly assign to treatment/control

Random assignment happens on 1st day of
classes



Treatment Group

- Students not enrolled in prior 3 academic terms
- Randomly assigned a coach on 1st day of classes

Control Group

- Students not enrolled in prior 3 academic terms
- Randomly assigned to business-as-usual on 1st day of classes

Non-Study Group

- Students enrolled in prior 3 academic terms

Treatment Group

- Students not enrolled in prior 3 academic terms
- Randomly assigned a coach on 1st day of classes



Control Group

- Students not enrolled in prior 3 academic terms
- Randomly assigned to business-as-usual on 1st day of classes



Non-Study Group

- Students enrolled in prior 3 academic terms



Business As Usual (all)

- Students receive services already in operation at college (e.g., assigned advisor; can access Academic/Student Support Center)
- Students receive automated Aviso alerts for grades, attendance, and registration
- Students receive automated Aviso achievement alerts
- Students assigned Aviso predictive analytic risk score
- Students develop academic plans

Treatment Group

- Students not enrolled in prior 3 academic terms
- Randomly assigned a coach on 1st day of classes

Control Group

- Students not enrolled in prior 3 academic terms
- Randomly assigned to business-as-usual on 1st day of classes

Non-Study Group

- Students enrolled in prior 3 academic terms

Business As Usual (all)

- Students receive services already in operation at college (e.g., assigned advisor; can access Academic/Student Support Center)
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- Students receive automated Aviso achievement alerts
- Students assigned Aviso predictive analytic risk score
- Students develop academic plans

- Coach conducts proactive outreach 1st week of class
- Coach receives automated Aviso alerts, & follows up with student
- Coach receives staff-generated early alerts, & follows up with student
- Coach uses Aviso risk score to prioritize outreach to student

Predicted Treatment Group

- Fall 2016: 426
- Spring 2017: 603
- Fall 2017: 806
- Spring 2018: 983

Complements objectives of our QEP

Our QEP of Developing Work-Ready Professionals is evolving around three major goals:

- Improved career and program of study decision-making
- Improved attendance
- Improved rate of meeting deadlines (for course assignments and other academic events)

Goals of the Project - Continued

- All courses will use the Blackboard gradebook to enhance students' timely access to course grades and provide actionable student progress data for advisors and coaches
 - Phased Approach – Spring 2017/Online; Summer 2017/Hybrid; Fall 2017/All
- All students will have a dynamic academic plan (incoming Fall 2016 students)
- Students will receive auto-alerts designed to improve responsibility and increase persistence
 - Semester attendance reporting using Webadvisor beginning Summer 2016
- Faculty and staff will utilize improved alert reporting to support student success and increase retention (Aviso early alert reporting in Fall 2016)
- Proactive advising techniques will enhance advising relationships
 - Professional Development – Fall 2016 & Spring 2017
- With enhanced access to data relevant to student success, transparency and collaboration will increase across the institution.

Questions

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