

A blurred background image showing a line of graduates in black caps and gowns with blue and yellow stoles, walking in a procession.

**Keeping Students on
Their Pathway**

**Holistic Advising:
Moving from a Transactional to a
Transformational Model to Better
Support Students**

**Texas Pathways Institute #5
April 6th, 2022**

Welcome



Texas Success Center

Ms. Krista O'Neill
Texas Pathways Coach
Lead Holistic Student Supports-Ohio
Association of Community Colleges
Lorain County Community College
(Her back up: Dr. Tina Hart)

Temple College

Ms. Suzanna Bachman, Director of
Academic Advising
Dr. Susan Guzmán-Treviño
Provost/Vice President Academic
Affairs and Student Services

Alamo Colleges District

Ms. Blanca Balle -Villegas
Director of District Wide Advising
Dr. Adelina S. Silva,
Vice Chancellor for Student and
Program Development

Keeping Students on Their Pathway

Objectives for this session:

- Historic context of Academic Advising
- Academic Advising as part of Guided Pathways
- Holistic advising framework/appreciative advising
- Best practices/academic advising redesigns



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Today's Agenda

- 10:00AM - 11:00 AM – Holistic Advising Overview
- 11:00AM - 11:15 AM – Break
- 11:15AM – 11:45AM – Temple College Advising Overview
- 11:45AM – 12:15PM – Lunch/Table discussion/report out
- 12:15PM - 12:45PM – Alamo Colleges Advising Overview
- 12:45PM - 1:20PM – Panel Discussion
- 1:20PM - 1:30PM – Closing



ACADEMIC ADVISING IS TEACHING

A background image showing the backs of several graduates wearing black caps and gowns with blue stoles and tassels, standing in a line.

THE PEDAGOGY OF ACADEMIC ADVISING

- Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions.
- Although the specific methods, strategies, and techniques may vary, **the relationship between advisors and students is fundamental** and is characterized by mutual respect, trust, and ethical behavior.

<https://nacada.ksu.edu/Resources/Pillars/Concept.aspx>



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Defining the Problem: What is Advising? Why is it Important?



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Why is advising important?...

“A Very Leaky Education Pipeline!”

- Many students (10-40%) who apply don't show up on day one
- Almost 40% of first-time students are gone from higher education by start of year two
- Many students intend to transfer but do not
- Only about 1/3 complete any credential; achievement gaps by race, income, and age are stark
- Too many students meander, earning credits that don't apply to a degree.

• Source: Davis Jenkins (CCRC) Presentation to Texas Pathways Institute November 2019



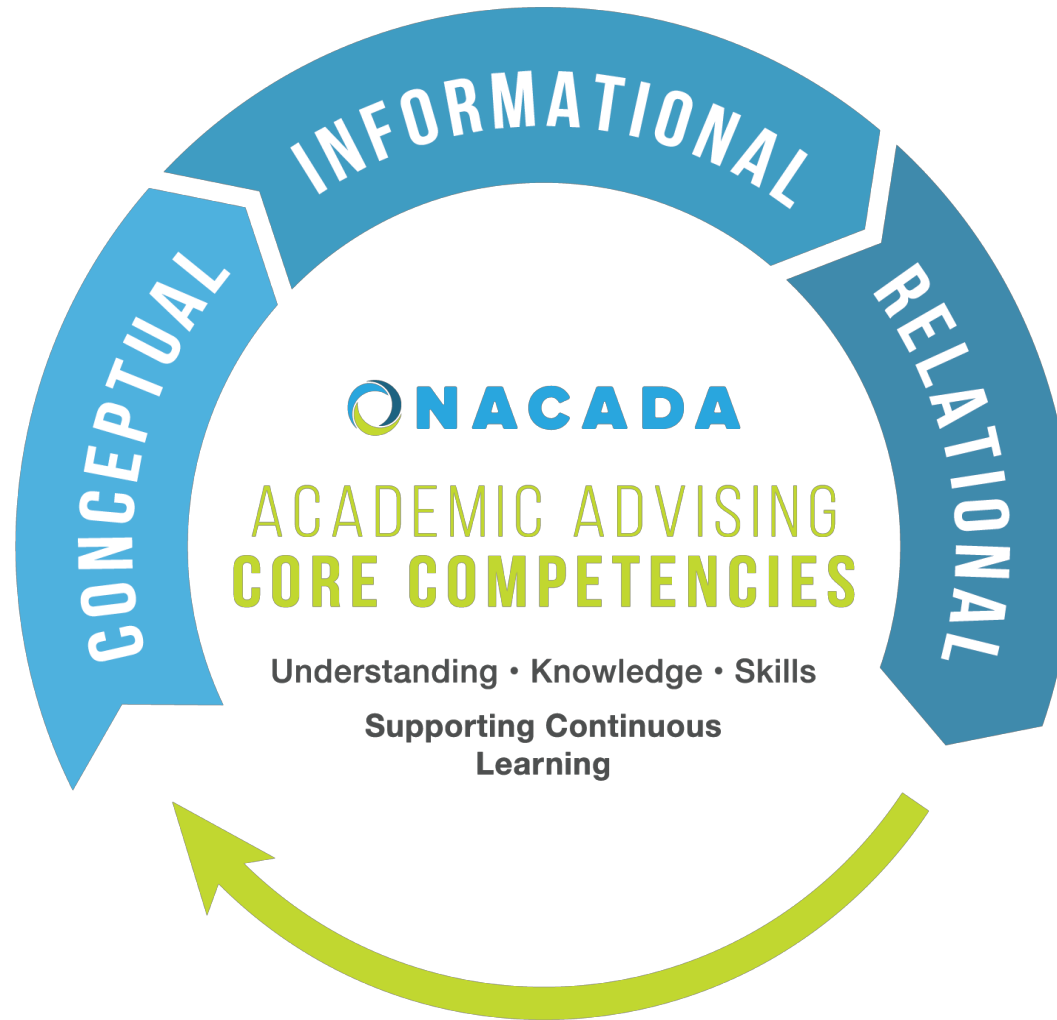
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NACADA Core Values

- **Respect**
- **Inclusivity**
- **Professionalism**
- **Integrity**
- **Commitment**
- **Empowerment**
- **Caring**



Academic Advising Core Competencies



Source: NACADA - <https://nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>



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Historical Advising Frameworks

- Prescriptive advising: The norm in the 70's and early 80's (very transactional)



'X PRESCRIPTION

NAME Jane Michelle Smith AGE 33
ADDRESS 123 ABC St. Ca. DATE 17-01-20

RX: ABC Medicine (No Generics)

disp: Twenty 250mg capsules

PO - take 1 capsule twice a day, 1x
after breakfast, 1x after dinner

refills: none

* Avoid alcohol

Historical Advising Frameworks

- Developmental Advising: 80's to current
- Shared process based on mutual respect, communication and co-creation of a plan



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**Keeping Students
on Their Pathway**

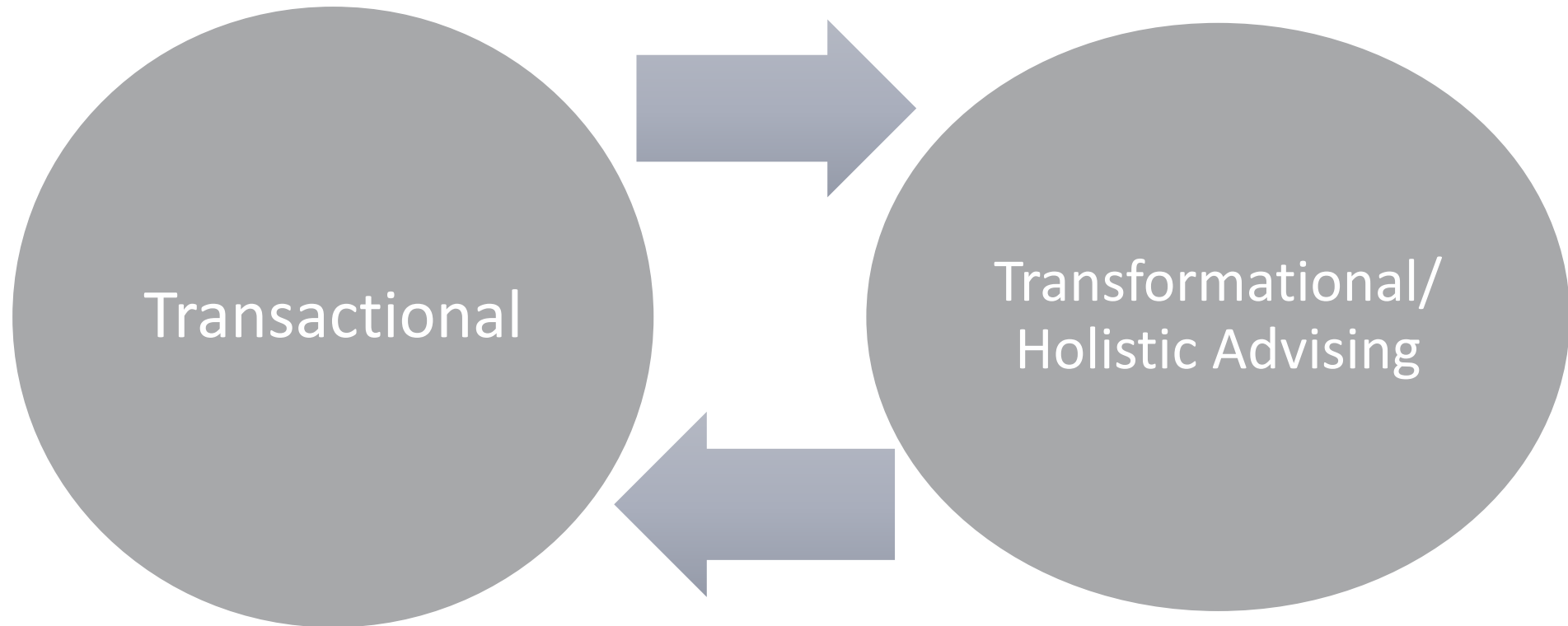


Strategies & Approaches for Redesigning Advising



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Moving beyond simple transactions with students!



Guided Pathways Practice Areas





Academic advising is a key component in all pillars... but especially in helping students get on a path and stay on a path...



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Loss and Momentum Framework

Understanding the Student Experience

External factors include federal, state, and local policy, accreditation, and the vendor market



Common Loss Points

Do not apply to postsecondary education	Poor academic preparation	75% of low-income students need to combine work and school; work over 20 hours/week; schedule changes	Limited advising leads to credit (and debt) accumulation not matched to degree attainment	Credits obtained at community college don't transfer to four-year institution
Delayed entry to postsecondary education	60% referred to developmental education, only 30% ever take subsequent college-level courses	Part-time enrollment means slow progress, loss of momentum	Leave with credits needed for degree but for college-level math	Leave college with excess credits
Poor college counseling leads to under-enrollment, poor matching and failure to obtain financial aid for which they qualify	Fail to enroll/pass Gatekeeper courses (i.e., entry-level math and English)	Life happens/complex lives means many disruptions; stop out or drop out	Transfer without credential	Leave college without support for job search or with no career plans
			Credential doesn't garner family-supporting wage job or isn't "stackable" to career that does	Leave college without knowledge of additional qualifications that can help advance career

Your Momentum Strategies

What initiatives support your students along their educational journey? Also, consider planned changes to technologies, policies, processes, and behavior.

Typical Student Support



Source: [Achieving the Dream](#)



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Why doesn't this work anymore?

- Many of our students—out of fear, shame, stigma and lack of knowledge—don't reach out to use support services, which is why personalized, proactive outreaches and/or warm hand offs by someone the student knows, or trusts can reduce this fear and stigma.
- **A cohesive strategy that is individualized to each student is needed** to meet equity goals and equal the playing field for low-income working students, first generation students and students of color.



What are holistic student supports?



Source: [Achieving the Dream](#)



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What are Holistic Student Supports?

As defined by Achieving the Dream:

- *A holistic student supports approach is the **intentional planning** and **integration** of mission critical student academic and personal supports*
- *This is **different from simply offering a multitude of disparate services** for designated populations of students*
- *Providing holistic student supports **requires that institutions become student-ready** by integrating and enhancing myriad support services into a seamless, timely, and **personal experience for every student.***



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Holistic Student Support in Action

- Holistic Student Support is **not just the domain of advisors and student service professionals**
- **Critical to create a culture of care on campus.** Russell Lowery-Hart (Amarillo College) “Loving the students you have rather than yearning for the students we used to have or thought we had”
- **Cultural change.** Cross campus understanding of unique challenges of our students. **Student ready vs. college ready**
- Relational/appreciative models create engagement, help students with non-cognitive and structural barriers such as motivation, food and housing insecurity

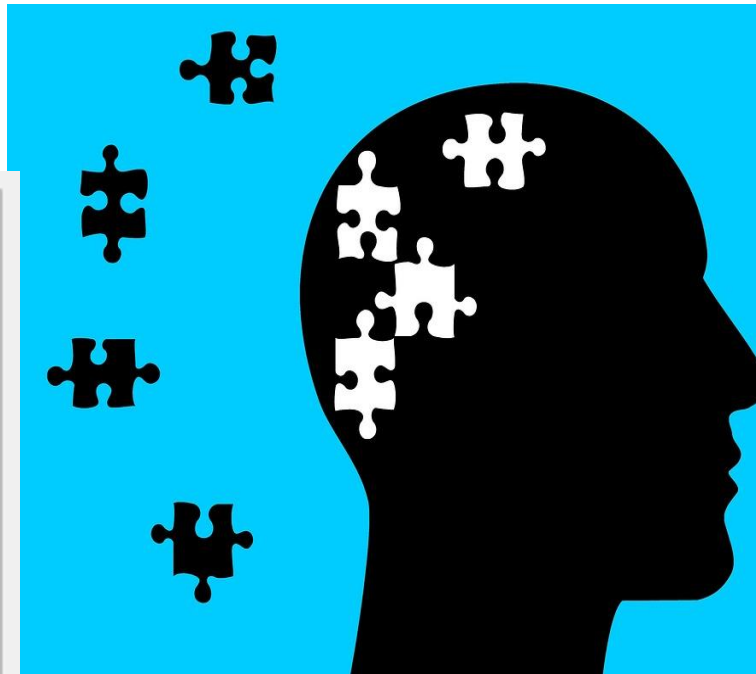


MENTAL MODELS

Mental models are deeply ingrained assumptions, generalizations, or even pictures of images that influence how we understand the world and how we take action.

Peter Senge

www.ETD&NTIC.COM



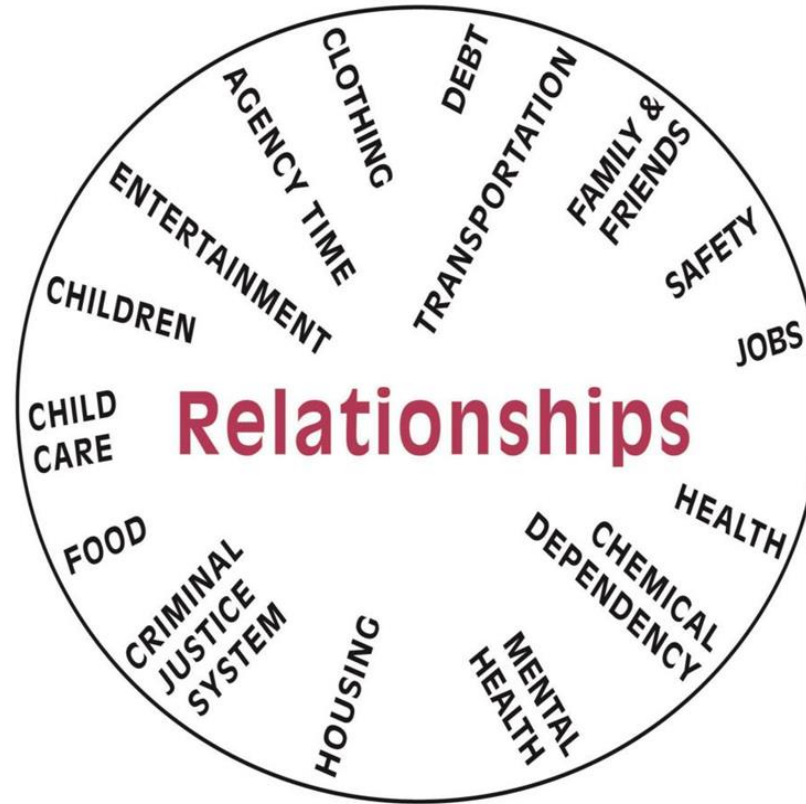
- An internal picture of how the world works
- Exists below awareness
- Are theories in use, often unexamined
- Determine how we act
- Can help or interfere with learning.

(Payne, 2006)



Mental Model for Poverty

Mental Model for Wealth

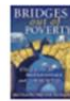


Mental Model for Middle Class



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What is Holistic Advising?

- Holistic means **working with the “whole” student** including non-cognitive factors and structural barriers, career and financial stability issues
- This is a shared, developmental experience **working on academic and non-academic support**
- Advising structure (case management/smaller advising ratios) can promote holistic and transformational advising but **holistic can occur in any advising system. It’s how you interact with students.** Yet you need enough appointment time to do this well.



Why this matters?

- Relational model/Appreciative Advising: **Students have a *person*, and they know that *person*...**creates a sense of belonging.
- **Holistic:** Career and financial aid/ literacy conversations/non-cognitive and structural barriers such as motivation, food and housing insecurity.
- Help students find their voice/agency. **Increases self-efficacy.**
- **Connects students to the institution/**creates student engagement. Especially important for first generation students and marginalized student groups.



Holistic advising approaches

- Jennifer Bloom's Appreciative Advising techniques "Disarm, Dream, Design, Deliver, Don't Settle" Nice model for career advising
- Use of open-ended questions to build trust and rapport
- What is the student really telling you?
- Coaching/mentoring/strong referral toolbox of services that can assist students with issues such as food insecurity, transportation and housing.



**"No significant learning occurs
without a significant
relationship."**

- James Comer



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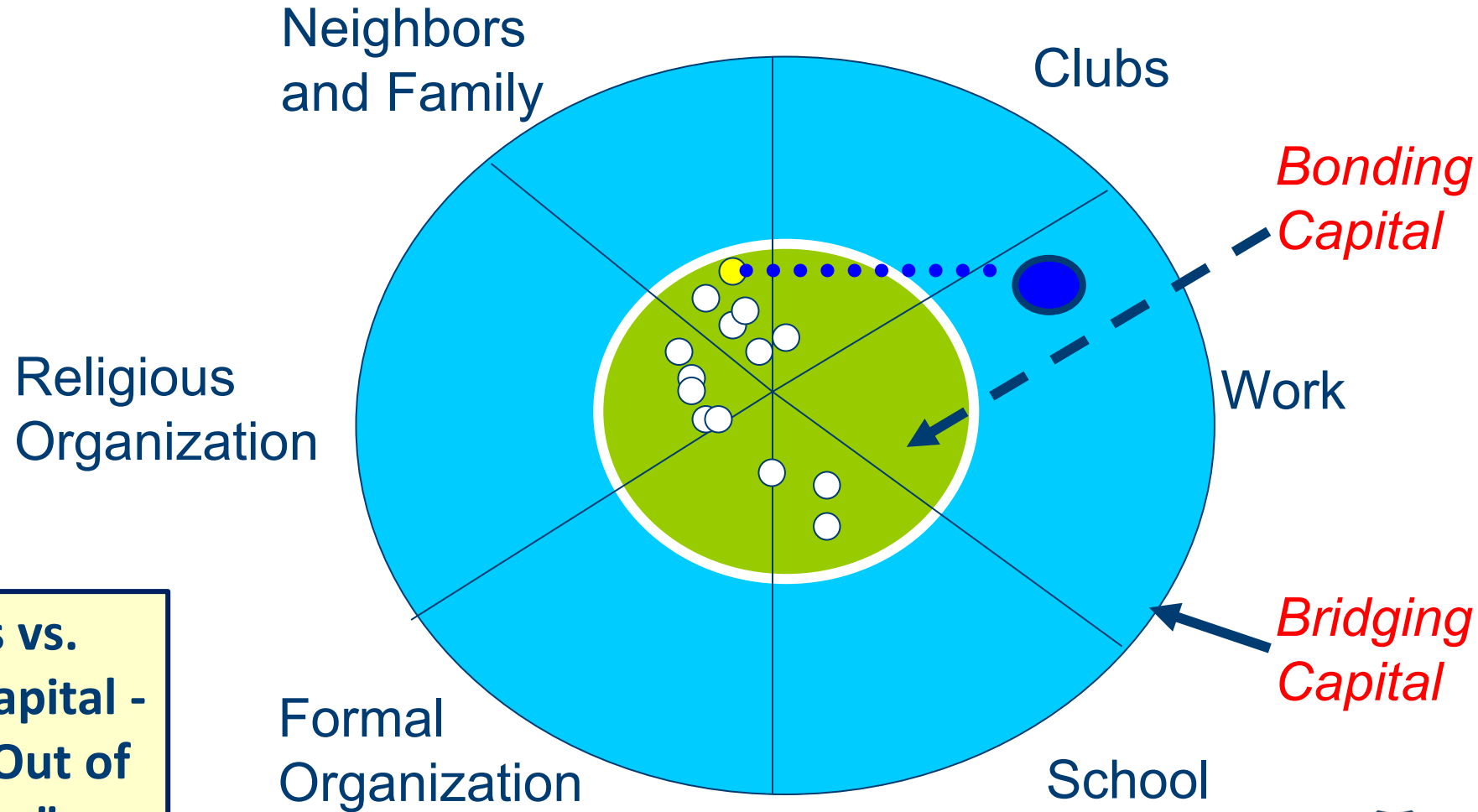
What's the Why?

“Sometimes we have to Believe in Students first before they can believe in themselves.”



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Activity: Mental Model of Social Capital



**Bridges vs.
Bonding capital -
“Bridges Out of
Poverty”**



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Appreciative Advising: Framework for holistic advising

This model has six phases:

1. Disarm – Recognizing the importance of first impressions, creating a safe, welcoming environment for students.
2. Discover - Utilize positive, open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.
3. Dream - Help students formulate a vision of what they might become and then assist them in developing their life and career goals.
4. Design – Help students devise concrete, incremental, and achievable goals.
5. Deliver – Help students follow through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.
6. Don't Settle – The advisor challenges the student to proactively raise the student's internal bar of self-expectations.



nter

“Disarm” techniques establish relationship

- **What messages does your office relay to students.** Is this a safe place?
- **Non-verbals:** eye contact, gestures, smiling
- **Verbal:** Calling student by name, use of inclusive pronouns, small talk
- Make time and **be present!** Disarming starts always with **listening**. Watch distractions.
- **Students need to talk about themselves** and where they fit at the college.
- Students **often don’t know what to ask**.
- **Sample questions:** What excites you about college? What were your favorite subjects in school? What do you love learning about? Are there parts of college that you are nervous or concerned about? What can I do to support your success?



Challenges to Disarming...

- Perceived power dynamics
- Assumed differences
- Stereotype threat (“they must be thinking I am...”)
- Previous experiences the student may have had in:
 - School
 - Other social systems

What are some of the lived experiences that may prevent a student from seeking help or trusting an advisor?



“Discover”

- Ask positive open-ended questions that help advisors learn about student's strengths, skills and abilities
- **Tell me about a time when you were really motivated or engaged in school?**
- What do you think are your strongest academic and non-academic skills?
- What do you LOVE to do in your free time?

Source: <http://www.appreciativeadvising.net>



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“Dream”

- Inquire about students hopes and dreams for the future.
- What excites you about the future?
- What is your dream job?
- What would you do even if you didn't get paid?
- What would you do if you knew you couldn't fail?

Source: <http://www.appreciativeadvising.net>



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A solid green square is located on the left side of the slide, partially overlapping the text area.

**Why do you think Students struggle with
the DREAM stage?**

Career conversations and appreciative advising

- Discover and Dream questions are perfect for career conversations
- Identifying educational goals (certificate, applied degrees or transfer degrees)
- **Profoundly undecided students need deeper career counseling**
- Use tools such as Occupational Outlook Handbook
- Career development facilitator training (National Career Development Association).



“Design”

- Co-create a plan to achieve their dream.
- **Advisor’s role is to help them create the best plan based on their goals and their life.** Mapping software helps but the conversation is key.
- Applied degrees and transfer degrees: Good plans include academic, career and financial.
- Do you have access to articulation and transfer information?
- Do advisors have access to labor market information?



FIXED MINDSET

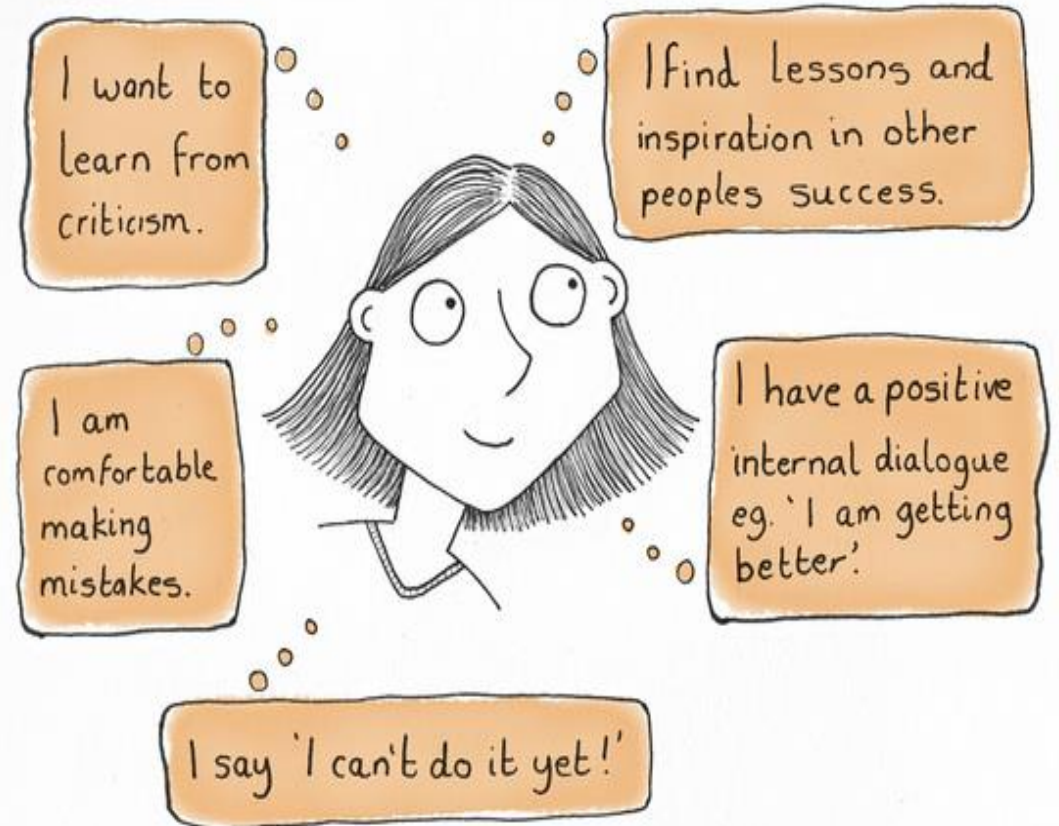
THE BELIEF THAT YOUR POTENTIAL WAS DETERMINED AT BIRTH.



WWW.KATHERINELYNAS.COM

GROWTH MINDSET

THE BELIEF THAT WE CAN WORK HARD AND IMPROVE.



WWW.KATHERINELYNAS.COM

Coaching/advising with a Growth Mindset

5 Questions to Develop a Growth Mindset

- What did you learn from what happened today?
- What steps did you take to make you successful today?
- What are some different strategies you could have used?
- How did you keep going when things got tough?
- What can you learn from someone else today?

5 Feedback Comments to Develop a Growth Mindset

- This will be challenging, but I know you can master it.
- You haven't got it yet, but you will if you keep working and thinking about it.
- I really appreciated your effort today.
- It is okay to take risks, that's how we learn.
- Getting better takes time and I really see you improving.



Student mindset and advising approach

Fixed	Growth
Is student college ready?	Is college student ready?
Student is limited	Student can achieve with right conditions
Deficit-based advising	Asset-based advising
Advisor reinforces student doubts	Advisor realigns student doubt
Dream “squelcher”	Dream encourager with support
Implicit Bias	Equity minded practice

“Deliver”

- The student delivers on the plan created during the Design phase and the advisor is available to encourage and support students.
- Important for advisor to help students when initial plan needs to be revised. What happens when students don't get into a selective admission program or fail out of program?
- Advisor must help student redesign and refocus to new plan. (i.e., Allied Health and Nursing programs)

Source: <http://www.appreciativeadvising.net>



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Validation

An important part of Deliver. How do you communicate when a student tells you they are struggling?

Michael Sorensen “I Hear You”

- Acknowledges a specific emotion
- Offers Justification for that emotion
- Invalidating responses often start with good intentions.
- Examples: “You’ll be fine”
“Just relax and you will do great.”

Elements of Validation

- Validation must be nonjudgmental
- Validating responses
- "This is an important test, it's understandable that you might be anxious and worried."

Michael Sorensen "I Hear You"



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Don't Settle

- Advisers and students alike need to set their own internal bars of expectations high.
- Pushing students to raise their own self expectations.
- Connecting them to faculty members
- Experiential learning (internships/co-ops/service learning/work-based learning)
- Transitional advising for transfer and job seekers (resume)
- Helping students create networks.



Break



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Holistic Advising at Temple College: ***Practices that Support Student Success***

Ms. Suzanna Bachman
Director, Advising



Dr. Susan Guzmán-Treviño
Provost, Vice President, Academic
Affairs and Student Services

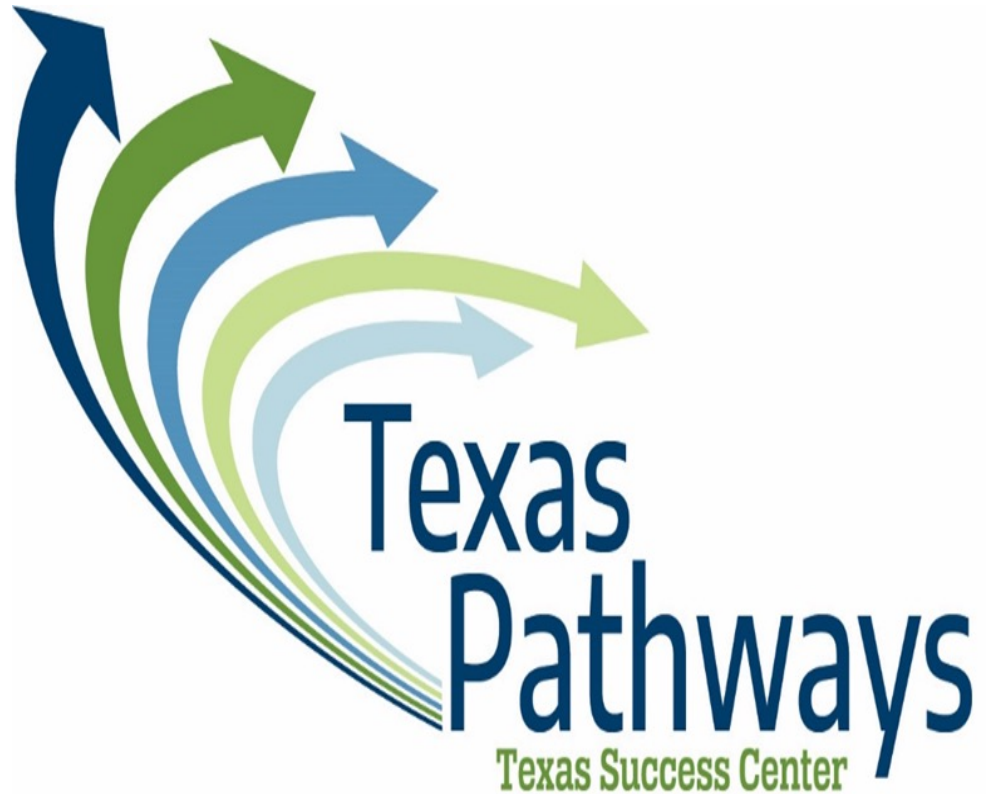
Objectives

- Background: Temple College
- Pathways Journey
- Advising at Temple College
 - Before and Now
 - Tools
 - COVID
- Connecting Students to Support
- Student Voices
- Opportunities





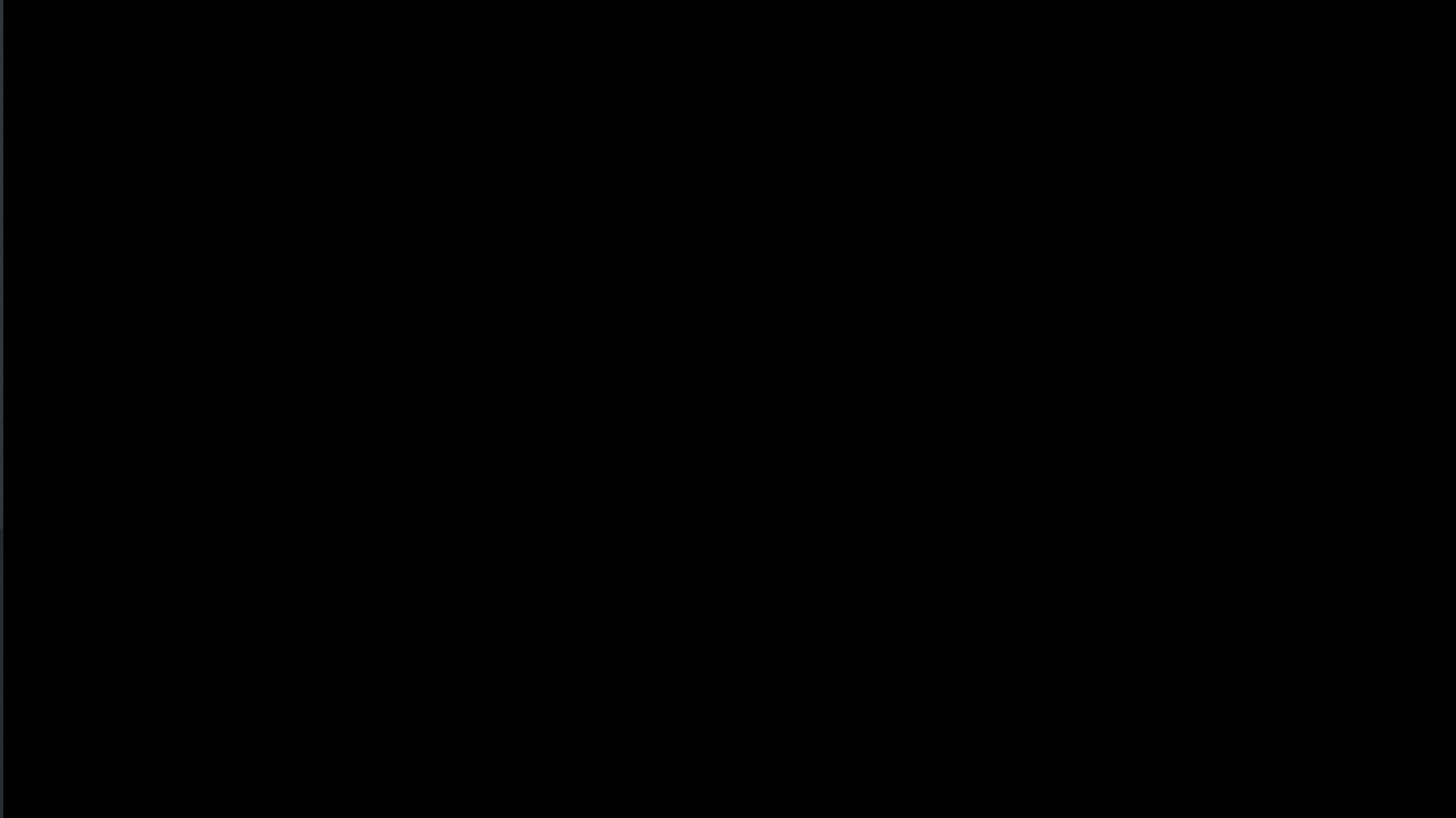
Temple College: Pathways Journey



Essential Practices:

- Clarify paths to meet student end goals.
- Help students choose and enter a pathway.
- Help students stay on their path.
- Ensure students are learning.

Pathways to Success





2021-2022 GUIDED PATHWAY

Associate of Arts in Psychology

FIRST FALL			
16 WEEKS	NOTES	SCH	COMPLETED
FIRST 8 WEEKS			
ENGL 1301 - Composition I	⚠ FY	3	<input type="checkbox"/>
MATH 1314 - College Algebra	FY ⊕	3	<input type="checkbox"/>
SECOND 8 WEEKS			
ENGL 1302 - Composition II	FY	3	<input type="checkbox"/>
PHIL 1301 - Introduction to Philosophy	FY ⊕	3	<input type="checkbox"/>
Total SCH		12	
FIRST SPRING			
16 WEEKS	NOTES	SCH	COMPLETED
FIRST 8 WEEKS			
HIST 1301 - United States History I	FY	3	<input type="checkbox"/>
PSYC 2301 - General Psychology	⚠ FY/FOS	3	<input type="checkbox"/>
SECOND 8 WEEKS			
HIST 1302 - United States History II	FY	3	<input type="checkbox"/>
PSYC 2308 - Child Psychology	⊕	3	<input type="checkbox"/>
Total SCH		12	
The following summer classes can also be taken during any fall or spring semester.			
FIRST SUMMER			
NOTES	SCH	COMPLETED	
SOCI 1301 - Introductory Sociology	FY ⊕	3	<input type="checkbox"/>
SPCH 1315 - Public Speech	FY ⊕	3	<input type="checkbox"/>
Total SCH		6	
First Year SCH		30	
SECOND FALL			
16 WEEKS	NOTES	SCH	COMPLETED
FIRST 8 WEEKS			
BIOL 1406 - Biology for Science Majors I	FY ⊕	4	<input type="checkbox"/>
GOVT 2305 - Federal Government	FY	3	<input type="checkbox"/>
SECOND 8 WEEKS			
BIOL 1407 - Biology for Science Majors II	⊕	4	<input type="checkbox"/>
GOVT 2306 - Texas Government	FY	3	<input type="checkbox"/>
Total SCH		14	
SECOND SPRING			
16 WEEKS	NOTES	SCH	COMPLETED
FIRST 8 WEEKS			
HIST 2311 or HIST 2321	⊕	3	<input type="checkbox"/>
PSYC 2314 - Lifespan, Growth, & Development	FY/FOS	3	<input type="checkbox"/>
SECOND 8 WEEKS			
HIST 2312 or HIST 2322	⊕	3	<input type="checkbox"/>
PSYC 2315 - Psychology of Adjustment	⊕	3	<input type="checkbox"/>
Total SCH		12	
Second Year SCH		30	
Graduation SCH		60	

Definition of Notes	Transfer Outlook
<p>⚠ Must successfully complete the course in order to progress in the AA Psychology degree.</p> <p>FY Course will be offered on a continuous basis so that a student can take the course in any fall and spring semester.</p> <p>FOS CLICK HERE for Field of Study Information</p> <p>⊕ Meet with an academic advisor or department chair for university specific transfer course.</p> <p>🎓 Come talk to an advisor about your Temple College graduation and your university transfer plans.</p>	<p>AA Psychology (PSYC) can lead to university transfer for Bachelor of Arts in Psychology or Bachelor of Science in Psychology. AA PSYC students interested in these bachelor's degrees must work with an academic advisor to determine transferrable course work.</p>
Helpful Links	Career Outlook
Expenses and Scholarships Financial Aid Information Core Curriculum Courses PSYC Courses	<p>Licensed Professional Counselor - \$40,254* w/Bachelor's Degree + LPC License</p> <p>Psychiatrist - \$131,036* w/Doctoral Degree</p> <p><small>*Based on entry-level jobs in Central Texas</small></p>

Guided Pathways

- Organized by semester
- Balance of classes
- Transfer Notes
- Career Outlook
- Course Offerings



Top Transfer Pathways



2021-2022 GUIDED PATHWAY

Associate of Arts in Business

FIRST FALL				SECOND FALL			
16 WEEKS	NOTES	SCH	COMPLETED	16 WEEKS	NOTES	SCH	COMPLETED
FIRST 8 WEEKS				FIRST 8 WEEKS			
ENGL 1301 - Composition I	⚠ FY	3	<input type="checkbox"/>	ECON 2301 - Principles of Macroeconomics	FY/FOS	3	<input type="checkbox"/>
MATH 1324 - Math for Business/Soc. Sci.	⚠ FOS	3	<input type="checkbox"/>	Life/Physical Science core	⊕	3	<input type="checkbox"/>
SECOND 8 WEEKS				SECOND 8 WEEKS			
ENGL 1302 - Composition II	FY	3	<input type="checkbox"/>	ECON 2302 - Principles of Microeconomics	FY/FOS	3	<input type="checkbox"/>
MATH 1325 - Calculus for Busi/Soc. Sci.		3	<input type="checkbox"/>	Life/Physical Science core	⊕	3	<input type="checkbox"/>
Total SCH 12				Total SCH 12			
FIRST SPRING				SECOND SPRING			
16 WEEKS	NOTES	SCH	COMPLETED	16 WEEKS	NOTES	SCH	COMPLETED
FIRST 8 WEEKS				FIRST 8 WEEKS			
BCIS 1305 - Business Computer Apps.	FY/FOS	3	<input type="checkbox"/>	GOVT 2305 - Federal Government	FY	3	<input type="checkbox"/>
BUSI 1301 - Business Principles	⚠ FY/FOS	3	<input type="checkbox"/>	ACCT 2301 - Prin. of Financial Accounting	FY/FOS	3	<input type="checkbox"/>
SECOND 8 WEEKS				SECOND 8 WEEKS			
SPCH 1311, 1315, or 1321	FY ⊕	3	<input type="checkbox"/>	GOVT 2306 - Texas Government	FY	3	<input type="checkbox"/>
BUSI 2305 - Business Statistics	FOS	3	<input type="checkbox"/>	ACCT 2302 - Prin. of Managerial Accounting	FY/FOS	3	<input type="checkbox"/>
Total SCH 12				Total SCH 12			
The following summer classes can also be taken during any fall or spring semester.							
FIRST SUMMER				SECOND SUMMER			
NOTES	SCH	COMPLETED		NOTES	SCH	COMPLETED	
HIST 1301 - United States History I	FY	3	<input type="checkbox"/>	HIST 1302 - United States History II	FY	3	<input type="checkbox"/>
Creative Arts Core	⊕	3	<input type="checkbox"/>	Language, Philosophy, Culture core	FY ⊕	3	<input type="checkbox"/>
Total SCH 6				Total SCH 6			
First Year SCH 30				Second Year SCH 30			
				Graduation SCH 60			

Definition of Notes

- ⚠ Must successfully complete the course in order to progress in the AA Business degree.
- FY Course will be offered on a continuous basis so that a student can take the course in any fall and spring semester.
- FOS [CLICK HERE for Field of Study Information](#)
- ⊕ Meet with an academic advisor or department chair for university specific transfer course.
- 🎓 Come talk to an advisor about your Temple College graduation and your university transfer plans.

Helpful Links

[Expenses and Scholarships](#) [Core Curriculum Courses](#)
[Financial Aid Information](#) [BUSI Courses](#)

Transfer Outlook

AA Business (BUSI) can lead to university transfer for Bachelor of Business Administration (BBA) in Accounting, Marketing, or Management. AA BUSI students interested in these bachelor's degrees must work with an academic advisor or the Business department chair to determine transferable course work.

Career Outlook

Bookkeeper - \$32,162* w/Associate Degree
 Budget Analyst - \$72,395* w/Bachelor's Degree
 Bus. Operations Specialist - \$70,093* w/Bachelor's Degree

*Based on entry-level jobs in Central Texas



2021-2022 GUIDED PATHWAY

Associate of Science in Pre-Nursing

FIRST FALL				SECOND FALL			
16 WEEKS	NOTES	SCH	COMPLETED	16 WEEKS	NOTES	SCH	COMPLETED
FIRST 8 WEEKS				FIRST 8 WEEKS			
ENGL 1301 - Composition I	⚠ FY/FOS	3	<input type="checkbox"/>	HIST 1301 - United States History I	FY	3	<input type="checkbox"/>
BIOL 2401 - Anatomy and Physiology I	⚠ FY/FOS	4	<input type="checkbox"/>	BIOL 2420 - Microbiology for Health Sci.	⊕	4	<input type="checkbox"/>
SECOND 8 WEEKS				SECOND 8 WEEKS			
ENGL 1302 - Composition II	FY/FOS	3	<input type="checkbox"/>	HIST 1302 - United States History II	FY	3	<input type="checkbox"/>
BIOL 2402 - Anatomy and Physiology II	FY/FOS	4	<input type="checkbox"/>	BIOL 1322 - Nutrition & Diet Therapy	FY ⊕	3	<input type="checkbox"/>
Total SCH 14				Total SCH 13			
FIRST SPRING				SECOND SPRING			
16 WEEKS	NOTES	SCH	COMPLETED	16 WEEKS	NOTES	SCH	COMPLETED
FIRST 8 WEEKS				FIRST 8 WEEKS			
MATH 1442 - Elementary Statistical Methods	FY/FOS	4	<input type="checkbox"/>	CHEM 1405 - Introductory Chemistry I	⊕	4	<input type="checkbox"/>
PSYC 2301 - General Psychology	⚠ FY/FOS	3	<input type="checkbox"/>	GOVT 2305 - Federal Government	FY	3	<input type="checkbox"/>
SECOND 8 WEEKS				SECOND 8 WEEKS			
Creative Arts Core	FY ⊕	3	<input type="checkbox"/>	GOVT 2306 - Texas Government	FY	3	<input type="checkbox"/>
PSYC 2314 - Lifespan, Growth, & Development	FY/FOS	3	<input type="checkbox"/>	SOCI 1301 - Introductory Sociology	FY ⊕	3	<input type="checkbox"/>
Total SCH 13				Total SCH 13			
The following summer classes can also be taken during any fall or spring semester.							
FIRST SUMMER				SECOND SUMMER			
NOTES	SCH	COMPLETED		NOTES	SCH	COMPLETED	
Language, Philosophy, Culture Core	FY ⊕	3	<input type="checkbox"/>	SPCH 1311 or 1315	FY ⊕	3	<input type="checkbox"/>
				1 SCH as needed for graduation	⊕	1	<input type="checkbox"/>
Total SCH 3				Total SCH 4			
First Year SCH 30				Second Year SCH 30			
				Graduation SCH 60			

Definition of Notes

- ⚠ Must successfully complete the course in order to progress in the AS Pre-Nursing degree.
- FY Course will be offered on a continuous basis so that a student can take the course in any fall and spring semester.
- FOS [CLICK HERE for Field of Study Information](#)
- 🎓 Nursing Pre-/Co-Requisites
- ⊕ Meet with an academic advisor or department chair for university specific transfer course.
- 🎓 Come talk to an advisor about your Temple College graduation and your university transfer plans.

Helpful Links

[Expenses and Scholarships](#) [Core Curriculum Courses](#)
[Financial Aid Information](#) [Nursing Website](#)

Transfer Outlook

AS Pre-Nursing (PreRN) can lead to university transfer for a Bachelor of Science in Nursing. AS PreRN is also ideal for students interested in an Associate Degree in Nursing, Associate Degree in Nursing-Bridging, and the Vocational Nursing certification. AS PreRN students interested in these bachelor's degrees must work with an academic advisor to determine transferable coursework.

Career Outlook

Licensed Vocational Nurse - \$39,721* w/Certificate + State License

Registered Nurse - \$53,827* w/Associate degree + State License

*Based on entry-level jobs in Central Texas

Background on Advising Practices:

- Transactional and Less Relational
 - Checking classes off degree plan
 - In the moment, quick advising
 - No meaningful conversations
- 2017 Intake Form
 - Student Inventory Assessment
 - Engaging conversations to instill self-authorship
- (Pre-COVID) Began training for Meta Majors advising alongside academic departments
- Creation of Guided Pathways shifted advising to Holistic model
 - “Learn who your student is”
 - Future planning

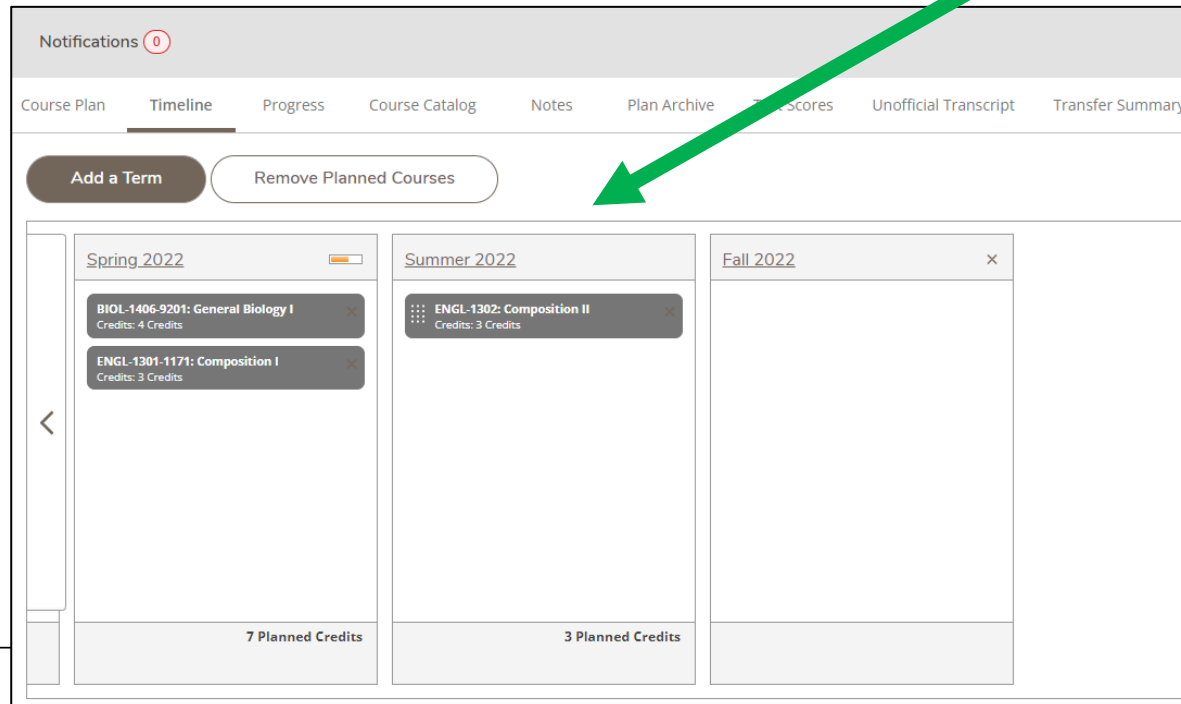
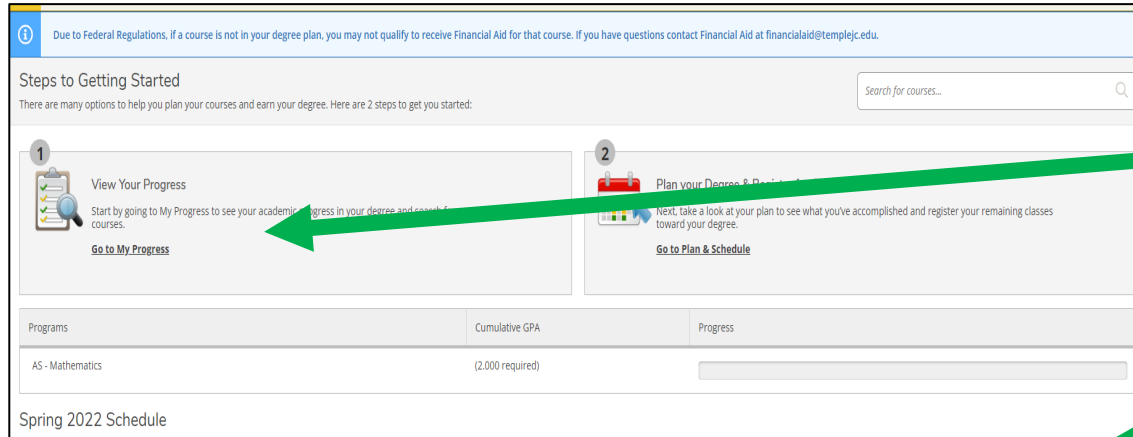


Academic Advising at Temple College

- Holistic and Transformational
 - Shifting focus from “I can’t do this” to “What works for you?”
 - Focus on the whole student and building relationships
- Implementation of Self-Service: Student Planning technology
 - Guided Pathways
 - Collaboration with students
- Academic Department relationships from meta-major attempt
 - Facilitate connections to wrap-around services
 - Use of early alerts
- Success Coaches
 - Reach out at pivotal moments in the semester for retention
 - Referrals to support services to alleviate non-academic barriers



Tools: Self-Service--Student Planning



- View course progress
- Plan ahead
- Get course approval
- Contact Advising
- Alerts and Holds
- Whole view of the student

Relational Advising Foundation



COVID Modifications

- Registration Guides to implement Self Service
 - Advisor registration training
 - Student adjustment
- Zoom drop-in Help Sessions
- Increased focus on student relationships
 - Combatted communication concerns
- Moved away from assigned advisors so students are always served
 - Previously were assigned via alphabet, but that was not weighted evenly.
 - Moved away from Meta Majors but kept departmental relationships strong.
- Student Check-Ins (Success Coaches)



Focus Group Data: Holistic Advising



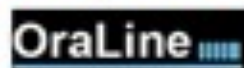
Students mentioned the resources available at the College, the Circle of Support, the advisors, tutoring/academic supports. Students believe we wanted them to succeed.

- "I thought I might take classes during the summer. It was so easy. Advising set the schedule. They helped with enrollment. It was so easy because it was all together. I did it all in one day!"
- "My last college threw me to the wolves. Temple College advisors instead answered the phone, emailed me, took care of me, and made sure I was okay."

Connecting Students to Wrap-Around Support Services

- Academic Tutoring
- Mentoring
- Orientations
- Lunch and Learns
- Circle of Support
- Mental Health services
- Short Term Loans





Olin E. Teague Veterans' Center



Trusted for Generations...Building for the Future

Focus Group Data: Holistic Advising



- "Due to COVID causing a heart attack, I had to take a semester off from school. When returning to school, my advisor was amazing. She helped me spread out my schedule and let me ease back into school. After my heart attack, I experienced many new mental challenges. She made sure I had everything I needed. With the schedule we created, I was able to spend the time I needed on each subject."
- "Use Self-Service was challenging at first, but my advisor helped me, and now, I rely heavily on my planner, helps me stay focused."

Supporting Student Success



Opportunities to Move Forward

- Improved Orientation for new students
- More collaboration with students on Self-Service
- Congratulate and Notice the good (Appreciative model)
- Transfer planning
- Enrollment Coordinators and After-Hours assistance
- New Building
 - Improved Onboarding process
 - Collaborative environment
- Equity and Relationships for a stronger foundation



Texas Pathways Excellence Award



Keeping
Students on
their Path

Questions?

Suzanna Bachman

Director, Advising

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254-298-8364

Dr. Susan Guzmán-Treviño

Provost, Vice President, Academic Affairs and
Student Services

Susan.guzmantrevino@templejc.edu

254-298-8340



Lunch Break: 11:45-12:15PM

**Please remain in the Room until
the TSC team calls for us**



Texas Success Center

Lunch Discussion Questions

- If you could design the ideal advising experience, what would it look like?
- What was YOUR advising experience like?



AlamoADVISE

Blanca Balle Villegas
Director of District Wide Advising,
Alamo Colleges District



Texas Success Center

Principles



Intrusive, Intentional And Case Management Advising

Every Student Will Have An Assigned Advisor From Connection To Completion

Success Based Celebratory Milestones

- Milestones at 15, 30, 45 Hours
- Personal Mission Statement/Individual Success Plan

Competency Based Training For Certified Advisors

Goal Case Load 1:350



The Advising Life of an Alamo Colleges Student

Academic & Career Advising Shared Vision - Building Momentum to Completion

Vision

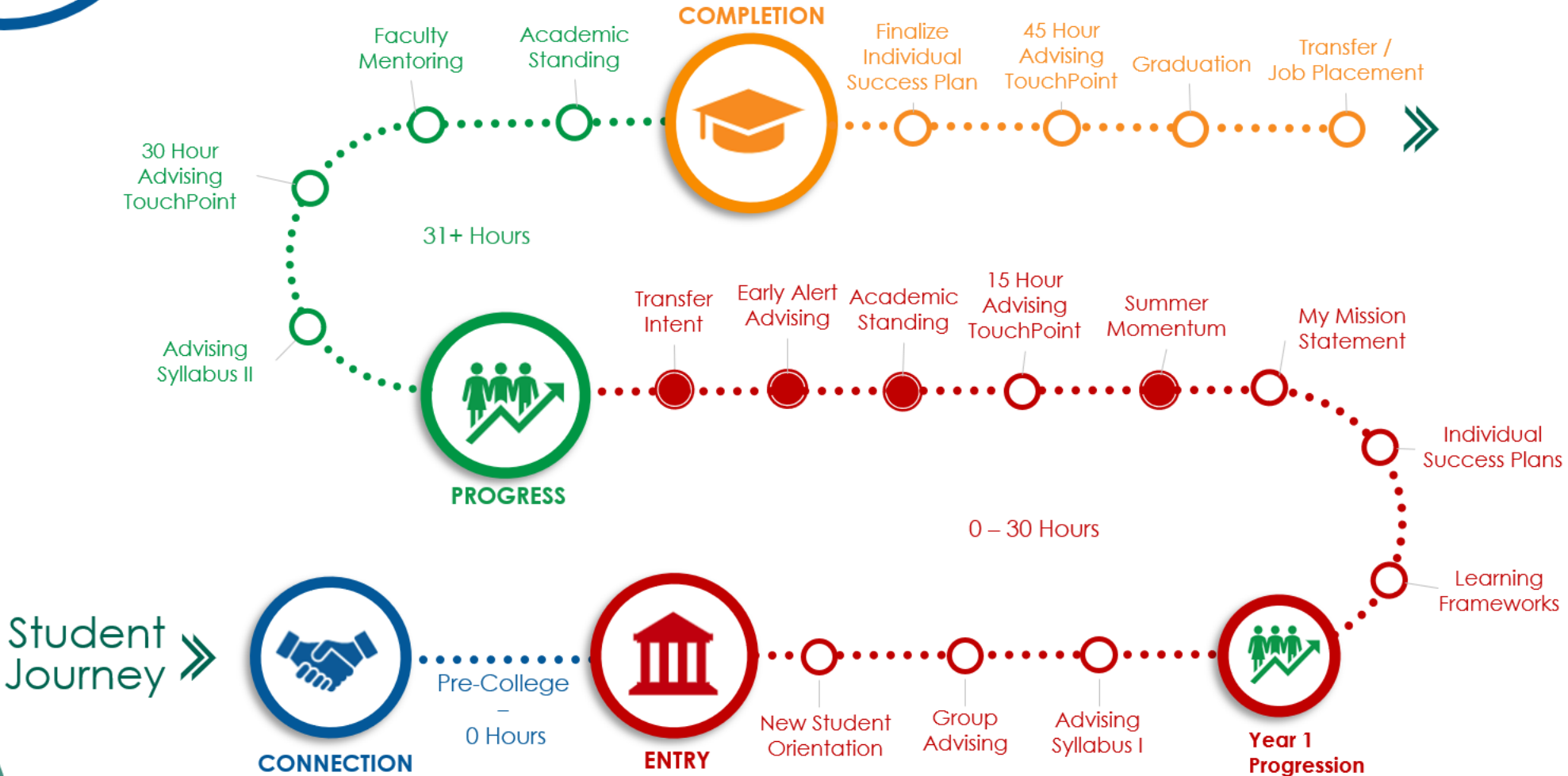
Alamo Colleges will provide every student with an exemplary, effective and personalized pathway to success through academic and career advising.

Mission

At the Alamo Colleges, academic and career advising build a culture of integrated practices and shared responsibilities. Through collaborative teaching and learning, the advising process empowers our diverse student populations to explore and navigate their academic and career pathways.

Definition

Academic and Career advising is a series of ongoing and intentional conversations among students, faculty, and staff that establish a pathway to the realization of educational, career, and life goals.



ADVISING

Goal Setting

Direction

Motivation

Coaching

Support

Success

- Advising Interactions
- Recurring communicate



Financial Aid



Tutoring



Veterans Affairs



Student Advocacy



Disabilities Support Services

Top 5

Advising Services



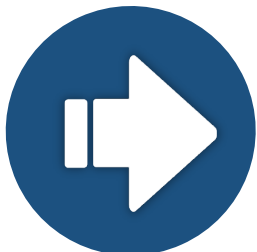
Advising
TouchPoints



Individual
Success Plans



Degree Plans /
CPOS



Transfer Advising



Career Advising

Top 5

Wrap Around Services & Referrals



Student Advocacy



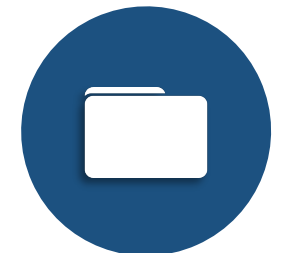
Financial Aid



Tutoring



Disabilities Support
Services



Student Record
Updates

Alamo INSTITUTES



Creative & Communication Arts

The Creative & Communication Arts Institute is designed for students who have a key interest in areas such as the arts, audio/video technology and communications.



Business & Entrepreneurship

The Business & Entrepreneurship Institute is designed for students who have an interest in areas such as business management and administration, finance, hospitality and tourism and marketing.



Health & Biosciences

The Health and Biosciences Institute is designed for students who have an interest in areas such as health sciences.



Advanced Manufacturing & Logistics

The Advanced Manufacturing & Logistics Institute is designed for students who have an interest in areas such as architecture, construction, manufacturing, transportation, distribution and logistics.



Public Service

The Public Service Institute is designed for students who have an interest in areas such as education, training, government, public administration, human services, law, public safety, correction and security.



Science & Technology

The Science and Technology Institute is designed for students who have an interest in areas such as agriculture, food and national resources, information technology, science, technology, engineering and mathematics.

2017-2020
Active/Online

908 
TAGs
(Transfer Advising Guides)

342 
WDPs
(Workforce Degree Plans)

2020-2021
Active/Online

130 
TAGs

0 
WDPs

Total TAGs & WDPs **1,380** 

145
*Pending
University
Agreement

200
**Pending
Alamo
Colleges District

— As of —
today

1525

**Total TAGs/WDPs
Built & Counting**

**Pending University Agreement - Alamo Colleges District (ACD) has created, reviewed, and requested academic concessions from the university and is awaiting agreement and/or edits.*

***Pending ACD - working on the preliminary verification of information and is still creating the DRAFTS of the Transfer Advising Guides (TAGs) for university discussion and review.*

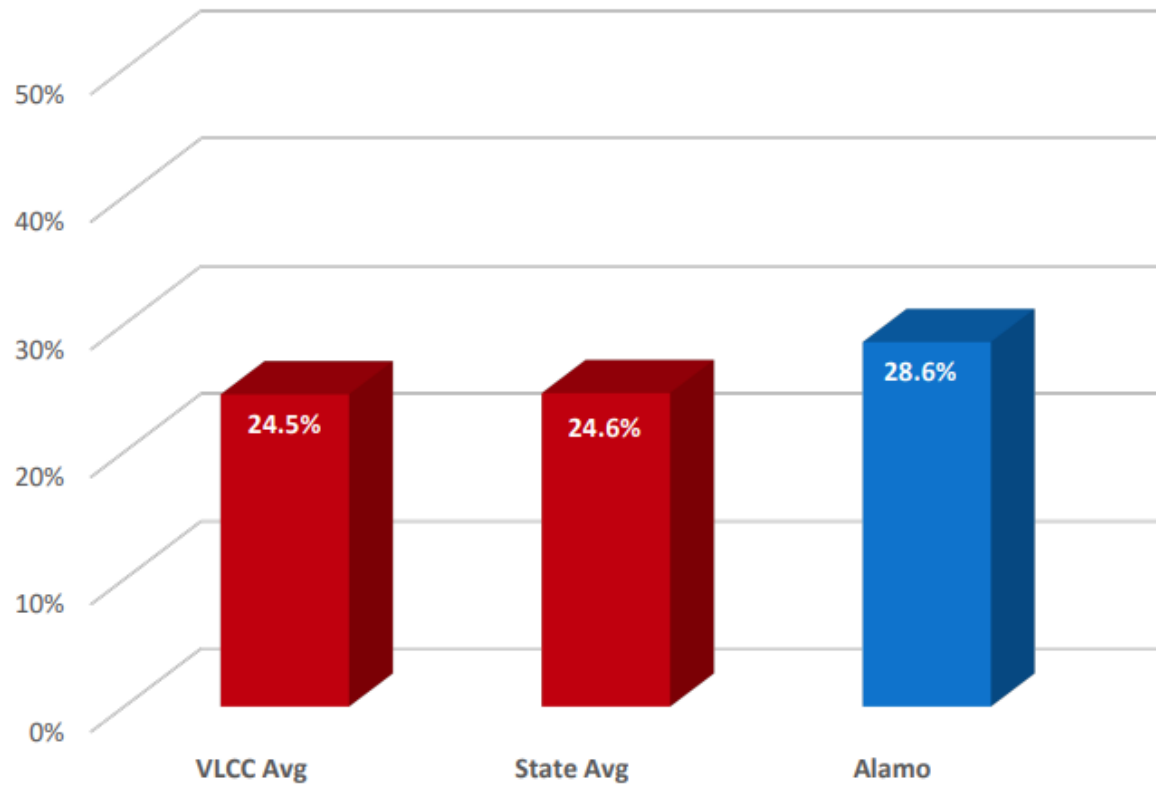
 — Online

Revised date: 11/20/2020

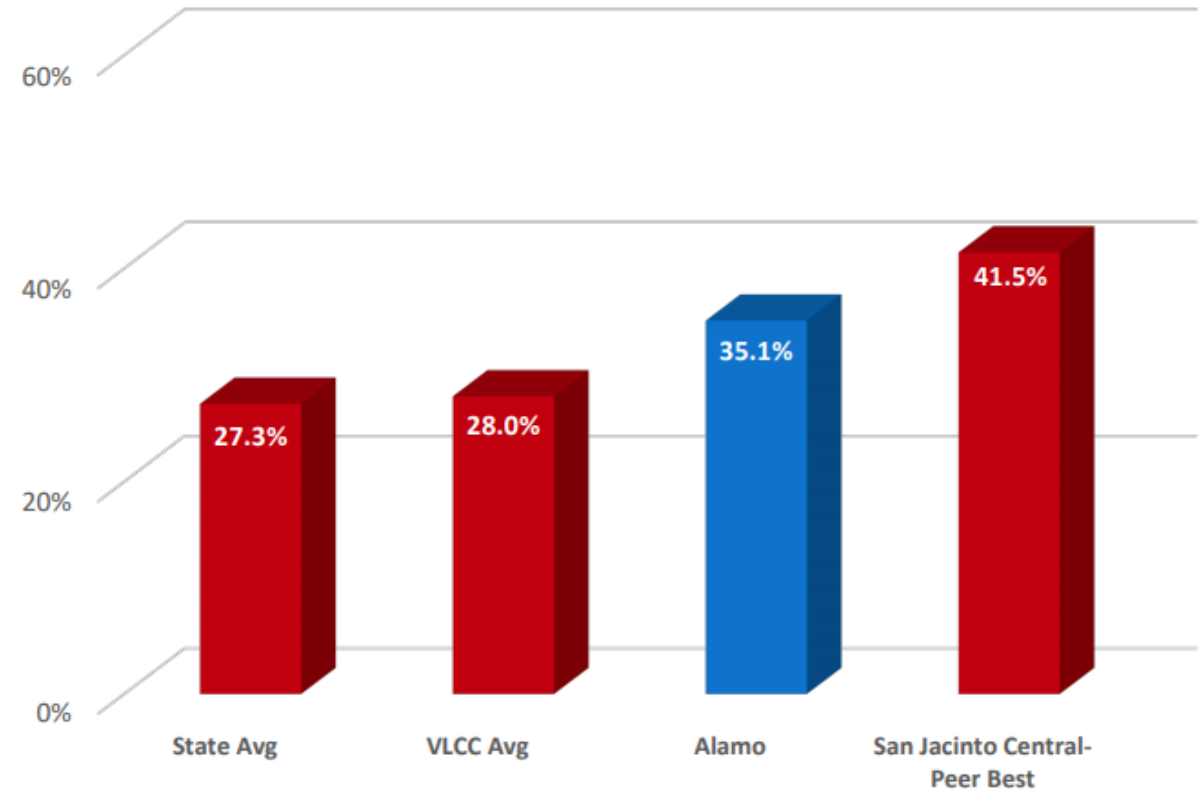


Impact of Advising on Graduation Rates

3-Year FT FTIC Graduation Rates

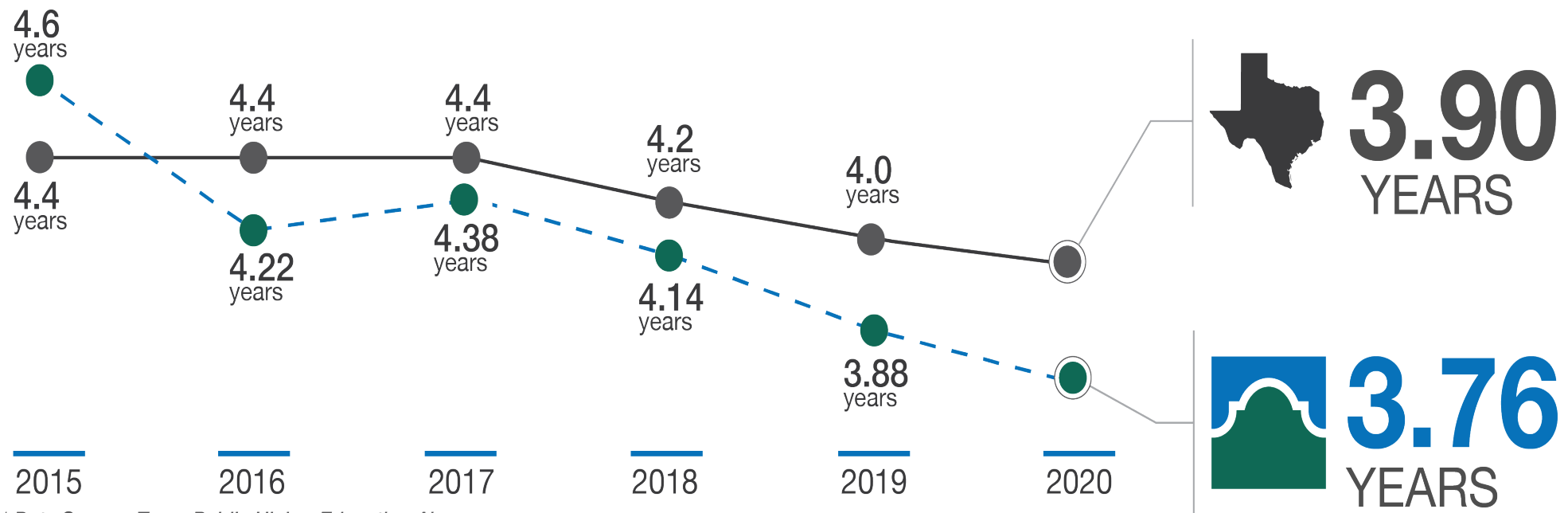


4-Year FT FTIC Graduation Rates



Impact of Advising on Average Time to Degree

Average Time to Associate Degree



* Data Source: Texas Public Higher Education Almanac

Data Source: Texas Public Higher Education Almanac

Impact of Advising on Average Semester Credit Hour (SCH) to Degree

Average SCH to Associate Degree



2015
91
hours

2020
81
hours

Alamo
Colleges
District




92
hours

79.4
hours

Alamo Colleges District
Native Students

N/A

65.4
HOURS
average
SCH to
Associate Degree



Alamo
Colleges
District
**Native
Students**



Master Advisor Certification Training



Core Competency Certifications

Year I

Core Competency Category

Training Topic

Timeline

Master Advisor Certification Training	Level I, II, & III	Late September
Alamo Colleges Frameworks / Model	AlamoADVISE Chart	Late September
Technology Tools	Banner (Student Info System)	Early October
Local, State, and Federal Regulations	FERPA	Late October

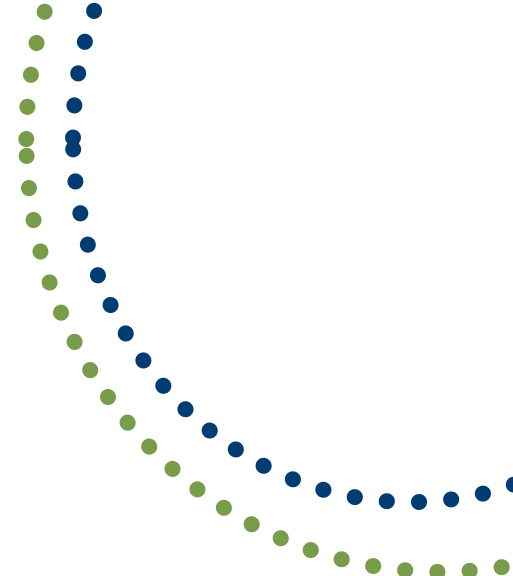
Year II

Core Competency Category

Training Topic

Timeline

Alamo Colleges Framework / Model	30 Hour Intent	Late September
Technology Tools	College Scheduler	Early October



AlamoADVISE Next Steps



Collaborate with internal partners to maximize advising strategies

Conduct in-depth program analysis

Evaluate email & text communications

Re-assess Advising Caseload Ratios

Review Core Master Advisor Certification & Competencies requirements



THANK YOU!



Texas Success Center

Panel Discussion



Texas Success Center

Closing thoughts!



Texas Success Center

Compassion fatigue is real

- Pandemic and increased demands of remote advising/email has taken a toll
- Academic Advising can be a high burn out field.
- Caseload management can be intense
- Important to set boundaries including out of office email and voicemail messaging
- Mindfulness exercises
- Take your lunch hour. Exercise, meditate, walk or just get away from desk
- Balance. Honor a home and work life balance so you can be fully present at both
- Rely on your colleagues to step up when you need a break.
Teamwork



Advising Redesign Strategy

- Begin with the end in mind
- Identify results you are trying to achieve
- Ask students and listen to what they are saying
- Choose the right team/people to do the work
- Identify data you need and the KPIs (Key Performance Indicators) that inform your decision making
- Imbed a researcher on the team at the beginning of the process
- Identifying non-negotiables for redesign work
- Begin action plan and create a sense of clarity around any possible redesign.
- Leverage design principles & change management



Kotter's 8 Step Process for Successful Change

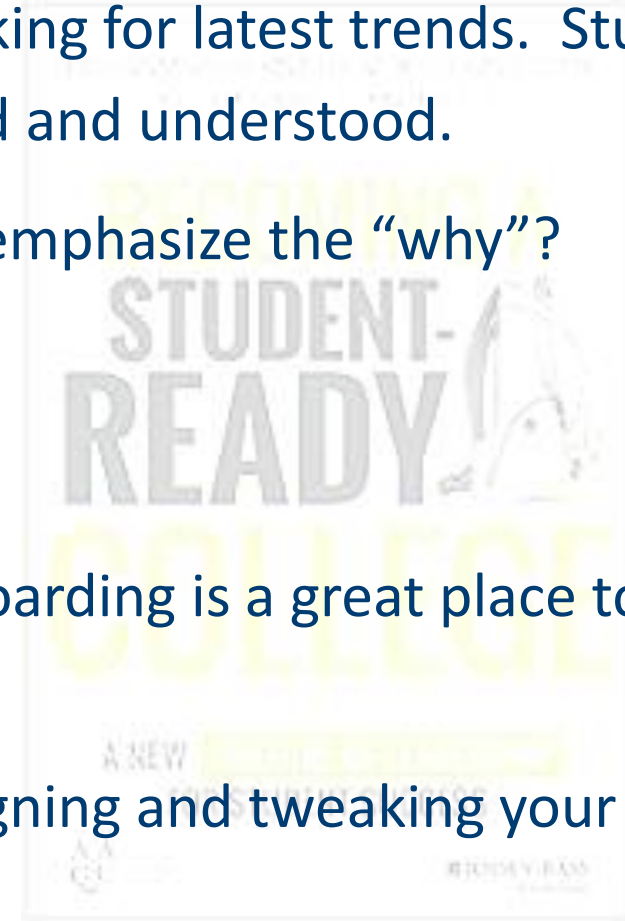


Book: "Our Iceberg Is Melting"

An outcome of 30 years of research, By [Dr. John Kotter](#)
New York Times best-selling author, award winning business and management thought leader, business entrepreneur, inspirational speaker, and Harvard Professor.

Becoming a student ready college!

- Professional development for staff is key. Be looking for latest trends. Student narrative/storytelling. Students want to be heard and understood.
- It's important when changing so dramatically to emphasize the “why”?
- People buy into what they help create.
- Evaluation plan is key
- Start in whatever way works best but start. Onboarding is a great place to begin.
- Remember the work is never done! Keep redesigning and tweaking your model and be ready to pivot.
- Seek out best practices from colleagues and coaches.



The background is a child's drawing on a piece of paper. It features various elements: a circular diagram at the top with text like 'Job 1-2', 'Job 3', 'Kids', and 'Bill'; a central yellow arrow pointing right with the text 'THIS WAY OUT'; a large red 'X' on the left; a blue '4:00' in the middle; a blue 'B.C.C.' on the right; and a drawing of three children holding hands at the bottom right. The text 'How will you know you are doing Holistic advising?' and 'How will you help students create a future story of their own?' is overlaid on the drawing.

How will you know you are doing Holistic advising?

How will you help students create a future story of their own?

- Help students find their voice/agency
- Connects students to the institution/creates student engagement. Especially important for first generation students.
- Advisors will make a significant difference in the lives of their students.
- You will see gains in persistence and completion.

**Many thanks to Temple College and the
Alamo Colleges District!**



Texas Success Center