Scaling Texas Pathways Advising

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Research Questions

• How do academic advisors help students (1) choose a pathway, (2) enter a pathway, and (3) stay on course?

• What are students’ academic advising experiences like within the Texas Pathways context?

• Which advising reforms have the greatest impact on students’ advising experiences?

• How do students’ experiences with academic advising differ across race/ethnicity, gender, and age, if at all?
Methodology

- Multi-site case study
  - 2 very large, 1 large, 1 medium
- Bounded
  - Texas Pathways Colleges
  - Advising reforms at scale or scaling
- Methods
  - Advising Program Profiles
  - Student Surveys
  - Student Interviews
  - Advisor Interviews
  - Advising Administrator Interviews
Preliminary Findings: Lessons From the Field

- Adaptability
- Collaboration
- Flexibility
- Responsiveness
- Dedicated Data Support
- Advisor Training
## Advising Interactions

<table>
<thead>
<tr>
<th>Integration</th>
<th>Information</th>
<th>Referral</th>
<th>Individuation</th>
<th>Shared Responsibility</th>
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</thead>
</table>
| • Select a program aligned with students’ career and life goals  
• Select a degree option aligned with students’ career and life goals  
• Connect students to out-of-class opportunities | • Provide students with information about college processes and procedures  
• Provide accurate information about degree requirements | • When needed, refer students to appropriate academic supports  
• When needed, connect students with appropriate non-academic support services and resources | • Getting to know students as individuals  
• Take into account students’ skills, abilities, and interests in helping them choose courses | • Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills |

Next Steps: Student Surveys

• Combined questions of specialized advising and pathways items sets on CCCSE and SENSE
• Overall structure of advising
• Actions taken by advisors during advising sessions to help students choose a pathway, enter a pathway, and stay on course
• Students perceptions about the interactions
• Patterns across race/ethnicity, gender, and age
Next Step: Student Interviews

• Population selected from surveys
• Students’ perspectives about their advising experiences
• Students’ subjective experiences about the degree to which advisors help them choose a pathway, enter a pathway, and stay on course
• The degree to which students feel supported by advisors
• Student’s perceptions about the types of advising they find most useful
Next Steps

• Advisor interviews
• Advising administrator interviews
• An outline of common best practices for advisors
• Areas for improvement for each college
Questions, suggestions, and guidance are always appreciated.

THANK YOU!