Guided Pathways & Academic Advising Redesign

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Dr. Stephanie Sutton, Associate Provost for Enrollment Management and Student Success
Chartered in 1963
Elyria, OH campus opened 1966
20 Minutes West of Cleveland
Diverse County—Suburban, Urban and Rural
Population mirrors county composition
15,000 LCCC Students
3,000 University Partnership Students
70% Part-time Students
30% Full-time Students
69% Receive Financial Aid/Scholarships
40% Pell eligible
In county tuition $118.34 per credit hour
Accredited by the Higher Learning Commission
1. Drive Student Completion for Academic and Career Success

2. Lead Talent Development While Accelerating Business and Job Growth

3. Inspire Community Engagement, Connectivity, Diversity and Wellness
Our Values

We are the community’s college.
We are trusted by the community to educate, lead and inspire.
We create a better, more sustainable future for our community.

Our Vision

To empower a thriving community...
Where all students achieve academic and career success;
Where industry talent needs are met and businesses start, locate and grow; and
Where people connect and prosper.

Our Mission

To empower...
Individuals to succeed through quality education.
Economies to grow through innovation.
Communities to thrive through partnerships and rich cultural experiences.
Priority 1: Drive Student Completion for Academic and Career Success

- Reduce Time and Cost to Completion
- Coach *Every* Student for Success
- Improve College Readiness
- Enhance Student Learning
- Develop Structured Pathways to In-Demand Careers and Employers
- Engage More Adult Learners
- Close Achievement Gaps of Under-Resourced Learners

VISION 2020
The Challenge Ahead

Where we are now:

Lorain County: 2.7% attainment
- Less than 9th grade: 8.2%
- 9th to 12th grade, no diploma: 33.4%
- High school graduate (including GED): 21.0%
- Associate degree: 2.8%
- Some college, no credential: 9.1%
- Bachelor’s degree: 14.2%
- Graduate or professional degree: 8.6%

Ohio: 2.0% attainment
- Less than 9th grade: 6.4%
- 9th to 12th grade, no diploma: 31.5%
- High school graduate (including GED): 16.4%
- Associate degree: 5.0%
- Some college, no credential: 9.8%
- Bachelor’s degree: 18.5%
- Graduate or professional degree: 10.3%

National: 4.7% attainment
- Less than 9th grade: 7.0%
- 9th to 12th grade, no diploma: 26.3%
- High school graduate (including GED): 16.3%
- Associate degree: 4.9%
- Some college, no credential: 9.0%
- Bachelor’s degree: 20.4%
- Graduate or professional degree: 11.6%

2025 Goal

National: A Stronger Nation
- Lumina Foundation: 60%

Ohio: Attainment Goal 2025
- OhioHigherEd: 65%
## Shift from Access to Access & Success

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2011</td>
<td>Achieving the Dream</td>
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<tr>
<td>2011</td>
<td>Completion by Design Ohio Cadre</td>
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<tr>
<td>2014</td>
<td>100% Performance Funding</td>
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<tr>
<td>2015</td>
<td>ATD Leader College</td>
</tr>
<tr>
<td>2016</td>
<td>Frontier Set Network</td>
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</tbody>
</table>
LCCC’s Approach to Student Success under the Guided Pathways Framework

- Vision 2020
- Engagement of campus and community
  - Evidence based approach
- Policy & Procedures Overview (in-depth)
- Developmental Education Redesign
- Meta-Majors & Program & Careers Pathways Career Services throughout the Student Experience
- Pathways for dual-enrolled students
- Academic Advising Redesign
- Customer Service Emphasis
- SAIL (CUNY ASAP Demonstration Project)
- Rising Scholars Summer Bridge Program
New Student Requirements
Implemented Spring 2013

Application
- Online Application – September 2014
- Personalized Follow up within 48 hours Follow-Up for new students

Assessment
- Boot camps
- Accuplacer
- ACT/SAT
- Writing Sample

College Student Inventory
- Noel Levitz product – student questionnaire
- Online or In-Person
- Sorted into Cohorts

Orientation
- In-person preferred
- On-line mirrors in-person & serves as resource
- Coordinated & delivered by Advisors & Enrollment Services Staff

Register for Classes
- Individual Appointment
- Meet with Assigned Advisor/Counselor
- Schedule Classes

MyCAP Career Advantage Plan
Your Plan for a Successful Future

- Establish Short & Long-Term Plan
- Team Approach (Career & Academic Advisement Professional, Counselors, Experiential Advisement Professional, Financial Services, Faculty Advising)
Program and Career Pathways
Significance and Intended Impact

• Increase student success and academic achievement for undecided students by providing them structure while exploring program areas
  – Reduce wasted credits
  – Increase term to term persistence
  – Increase number of graduates
  – Reduce student loan debt
  – Reduce number of defaulters
  – Maximize performance funding

• Equity
  – Close the college completion achievement gap of under-resourced and minority students

• Social Responsibility
  – Responsible for more than just enrolling students and watching them fail
META-MAJORS: DESIGN PRINCIPLES DECISIONS

PLANNING
- College decides to implement meta-majors
  - Goals
  - Cost
  - Assets that support

PROGRAM REVIEW
- Review of scope of program offerings
  - Labor market alignment
  - Aligned general ed courses
  - Integrating dev ed
  - Keeping students on mapped pathways

STUDENT INTAKE
- How students place into meta-majors
  - Communicating meta-majors to prospective and entering students
  - Helping students make choices about meta-majors

KICKOFF
- What happens once students choose a meta-major
  - Orientation
  - Advising
  - Career counseling
  - Support services
  - Work-based learning
  - Industry-recognized credentials

PROGRESS
- Assessing if meta-majors facilitate improved student persistence and retention
Community College Research Center (CCRC)

Guiding Principles:

• Help students choose a program of study asap.
• Rethink developmental education to help students pass gatekeeper courses in their field of interest.
• Encourage students to earn an associate degree before they transfer.
• Help concentrators complete asap.
• Streamline course requirements; limit electives.
• Redesign programs to increase “stacking” of credentials, including adding major courses to first semester.
• Focus efforts to strengthen completion pathways on largest program “streams.”
How We Began

• Transfer & Applied Team charged with investigating structured pathways and meta-majors
  – Subgroup of LCCC’s Core Completion Team
  – 12 meetings held during AY to process and move work forward

• Davis Jenkins’ work with T&A team in November 2014 was important in setting the framework and why it was important – best practice & evidence-based

• Identification of Program & Career Pathways (meta majors) by T&A Team
**Exploratory Majors for Undecided**

- Transfer and Applied Team identified categories and mapped all programs.
- Originally 20 but narrowed down to 9
  - (based on behavioral economics data – Rob Johnstone)
- LCCC brands as **Program & Career Pathways**
- Imbed in LCCC on-line application
  - Reduces choice from 130 to 9 for undecided students
- Students who know what they want can select specific major at application
- Website redesign that will link ALL pages regarding career and programs to labor market data and these 9 areas
Do you plan to earn an Associate Degree or Certificate at LCCC?

- Yes
- No

If no:

- I am taking a course(s) at LCCC as a transient student and then returning to my “home” college or university.
- I am taking classes at LCCC and plan to transfer to another college or university to earn my degree. By selecting this choice, you are considered a degree or certificate seeking student at LCCC.
- I am taking a course to renew my license; gain additional CEUs; and/or to improve my personal skills or knowledge.

If you answered yes:

Do you know which degree or certificate you want to earn at LCCC or would you prefer to choose a Program and Career Pathway and select a specific major later with help from a Career and Academic Advisor?

- Choose my specific Degree or Certificate (view list)
- Choose my Program and Career Pathway (view list)
Program and Career Pathways Exploratory Majors are designed for regularly admitted, degree seeking students who have an associate degree focus in mind but haven’t narrowed it down to a specific major. This affords these students the opportunity to explore in defined areas of study such as Business and Entrepreneurship; Education; Health Wellness and Safety; Science and Math; etc. While in the Exploratory Major, students are required to meet with their Career and Academic Advisement Professional, Student Success Coach or Academic Counselor every semester to ensure proper course selection. Additionally, students are encouraged to engage in career exploration activities either through their Academic Counselor or with a Career Development Specialist in the Counseling and Career Services area. Students may remain in the Exploratory Major for up to 24 college-level credit hours. Upon achieving 24 college-level credit hours, the student will then be required to select a specific major.
Program and Career Pathways

- Liberal and Creative Arts
- Business and Entrepreneurship
- Computers and IT
- Culinary and Hospitality
- Education
- Engineering and Manufacturing
- Health, Wellness and Safety
- Human, Social & Public Services
- Liberal and Creative Arts
- Science and Math
- Personal and Professional Development

Transfer Information
Get started at LCCC and transfer to another college or university.

Undecided?
We have great tools to help you make your career decision.
Outreach Plan for Students in Exploratory Majors

• Marketing campaign highlights campus resources for career coaching, advising, and counseling
• Implement electronic version of career management plan (ABCs of Career Success)
• Career Information sessions specific to Career Pathways (i.e., “I Want To Work in Healthcare”)
• Career Pathways Employer Site visits
• Career Decision workshops
• Career Services working in collaboration with assigned advisor
### Action Project: Improving Student Success for Undecided Students through Career Pathways

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline Data</th>
<th>Performance Target</th>
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</thead>
<tbody>
<tr>
<td>Increase in student term completion rates (all college level credits</td>
<td>New Students Enrolled (Dashboard - institutional, credit milestones)</td>
<td>Increase over prior year new students</td>
</tr>
<tr>
<td>successfully completed to all credit hours attempted during the first term attended)</td>
<td>73% - 2014</td>
<td>• 75% - Fall 2017</td>
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<td></td>
<td>• 77% - Fall 2018</td>
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<tr>
<td>Increase in fall to fall persistence</td>
<td>New Students Enrolled (OACC data)</td>
<td>Increase over FY 2012 students</td>
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<td>56.7% - FY 2012 Cohort</td>
<td>• 58.7% - Fall 2017</td>
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<tr>
<td></td>
<td></td>
<td>• 60.7% - Fall 2018</td>
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<tr>
<td>Increase in percent of all new students earning 12 college credits by</td>
<td>New students Enrolled (Dashboard – institutional, milestones, 12 credits earned year 1)</td>
<td>Increase over three year average (2012, 13, &amp; 14)</td>
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<td>the end of their first year</td>
<td>28% - 3 year average 2012, 2013, 2014</td>
<td>• 30% - AY 2016 -2017</td>
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<td></td>
<td>• 32% - AY 2017-2018</td>
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<tr>
<td>Increase in percent of all new students earning 24 college credits</td>
<td>New Students Enrolled (Dashboard-institutional, milestones, 24 credits earned year 2 – includes Ds)</td>
<td>Increase over 2013</td>
</tr>
<tr>
<td>by the end of their 2nd year</td>
<td>22% - 2013</td>
<td>• 25% - AY 2017-2018</td>
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<td>Increase in percentage of full time students earning Associates Degree in three years</td>
<td>Full Time Cohort Students (OACC Progress &amp; Completion Report)</td>
<td>Increase over 2012 Full Time Cohort Students</td>
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<tr>
<td></td>
<td>8% - 2012 Full Time Cohort</td>
<td>• 11% - AY 2018-2019</td>
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Academic Advising Redesign
Guided Pathways Practice Areas

- Clarifying curricular paths
- Helping students get on a path
- Keeping students on a path
- Ensuring learning
Advising and student support are the architecture underneath guided pathways.

- **Clarifying the path**
  - What is my path?
  - What will I need to take?
  - Am I on track to graduate?
  - What will I need to take next term?
  - Program Planning

- **Getting on a path**
  - What are my career options?
  - What if I want to change programs?
  - What if I run into trouble?
  - Counseling & Coaching

- **Staying on a path**
  - Am I on schedule?
  - How can I get help?
  - Early Alert

- **Ensuring learning**
  - Am I learning what I need to be learning?
  - Analytics & Integrated LMS
What we are driving towards: SSIP

Sustained
Ongoing support rather than an “inoculation” approach

Strategic
Differentiated services to maximize capacity

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

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

• New student requirement for mandatory advising
• Students in Pathway have initial career conversations
• Additional Career Counseling tools (MyPlan, Career Coach, Career Workshops)
• Registration hold each term to ensure meets with advisor at subsequent registration
• Positive nudges
• Default program maps in MyCAP
• All students have individualized career and academic plan
  – Leverage Degree Map by Civitas Fall 2017
Advising Redesign Project Summary

• Based on student feedback that they want one person
• Moves away from a generalist approach to advising to a specialist approach under the umbrella of our guided pathways work
• Teams of advisors, counselors, and success coaches are grouped around LCCC’s nine Program and Career Pathways
• Appreciative advising and relationship building approach with each enrolled student on campus being assigned to “their person”
• Data metrics to evaluate the effectiveness of the work
• Key performance indicators established to make data informed decisions on progress made with case load
• Go Live – September 2016
The Student Voice
How do you think LCCC can help drive student completion for academic & career success?

- Insisting that the students are working with a student advisor and or a counselor throughout their whole time that they are attending.
- It should be a requirement for students to meet regularly with their counselors to make sure they are staying on track and to come up with goals they wish to meet every semester.
- Over the past three years, I have been placed with 7 different counselors.
- Having someone who genuinely cares about your success and helps you, makes all the difference.
- It is almost a joke to get in and see them and when you don't have an appointment you have to wait for hours.
- I think that one of the most important things LCCC can do is to set the student up with an advisor who is educated as well as passionate about the field that the student is interested in.
- I have had three different advisors and my experiences with each were vastly different.
- I think it would be a lot more effective if we had just one advisor consistently throughout our schooling.
- Having different advisors is a detriment. Students should have one advisor during their entire career as a student. This would allow for a relationship and understanding to be formed and would allow for the best possible outcome because the advisor would know what that student's goals are and would know how to keep them on track for to successfully graduate.
Advising Redesign Goals

• All students have assigned person (Student Success Coach, Advisor, Counselor) in PeopleSoft and SSP
• Increase number of LCCC Graduates for 2017 by 10% - 175 students
• Have a individualized Career and Academic Plan (MyCAP) for all students by Fall 2017
• No negative impact on enrollment
Advising Teams based on Pathways

- Health and Wellness
  - ALHN/HPER/Wellness

- Business & Entrepreneurship
  - Computer & Information Technologies
  - Culinary & Hospitality
  - Business/CISS/Culinary

- Education
  - Human/Social Services & Public Safety
  - Human Services/Social Sciences/Education/Sport Trainer

- Liberal & Creative Arts
  - Liberal & Creative Arts/AA

- Engineering & Manufacturing
  - Science & Math
  - STEM/AAS/ENGT
Academic Advising and Counseling – Historical Perspective

• Counselors were specialists who worked mainly on an appointment basis
  – Long wait times for appointments

• Academic Advisors were generalists who worked mainly on a walk-in basis
  – Knew general knowledge but not in-depth program nuances

• Student Success Coaches added
  – Added to help students from entry to completion but “no hook” for students to meet
Advising Teams - Redesign

• Team Lead (Counselor or Advisor)
  – responsible for training and providing team leadership and oversight

• Academic Counselors, Academic Advisors & Student Success Coaches

• Other team members:
  – Career Services
  – Financial Services
  – Faculty Mentors

• 17,000 Students now have an assigned advisor in PeopleSoft (students enrolled for the past year)
Advising Teams - Training

- Advising team members were trained by counseling specialist on program specific information

- Additional Training/PD includes:
  - Inspire for Advisors
  - Customer Service
  - Career Decision
  - Acuity Scheduling Software
  - Appreciative Advising
  - Bridges out of Poverty
Advising Teams in Practice

• We are transitioning away from a generalist walk-in service towards an appointment-based Specialty service for both counselors and advisors.
  – Students will need time to adjust
  – Never turn a student away
  – Students can make appointments online, in-person and over the phone with Team Members
  – Students are reminded via text message and email 24 hours before scheduled appointment
Advantages of Advising Teams – “Your Person”

• Students have a familiar face that they will be more comfortable with – relationship model
• Students won’t have to tell “their story” multiple times to different advisors
• All Team Members will know idiosyncrasies associated with their programs and provide more consistent/accurate information
Advantages of Advising Teams – Intervention

- With Assigned Advisors, Intervention can now become more intentional and personalized
  - Advising Team members will reach out to students that Inspire for Advisors identifies as at risk and PS Query can find students that have withdrawn and or received poor midterm grades.
  - Scripted emails will be crafted for advisors to send to their students that will provide positive nudges and offer assistance to those in need
Inspire for Advisors predicts a student's likelihood to persist at your institution. Apply filters to show students in specific prediction groups, or use any column heading to sort the list.

Filter by Persistence Prediction

- VERY LOW
- LOW
- MODERATE
- HIGH
- VERY HIGH

Welcome, Mark

Inspire for Advisors predicts a student's likelihood to persist at your institution. Apply filters to show students in specific prediction groups, or use any column heading to sort the list.

<table>
<thead>
<tr>
<th>Name</th>
<th>Persistence Probability</th>
<th>Change</th>
<th>GPA</th>
<th>Advisor</th>
<th>Last Outreach</th>
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<td>Ali, Breale</td>
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<td>Baker, Jessica</td>
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<td>Brassfield, Dana</td>
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<td>2.23</td>
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Inspire for Advisor

Breale's peer group is continuing mixed/online undergraduate students at Lorain County Community College.

- **Inspiration**: 1 personalized factor linked with higher likelihood to persist than peers.
  - FACTOR: Originally from USA
  - IMPACT: LOW

- **Intervention**: 9 personalized factors linked with lower likelihood to persist than peers.
  - FACTOR: Cumulative GPA is 0.00
  - IMPACT: HIGH
  - FACTOR: Earned an average of 0.00 credits per term last year
  - IMPACT: HIGH
  - FACTOR: Has earned an average of 0.00% of credits attempted per term
  - IMPACT: MODERATE
  - FACTOR: Has earned 0.00 credits overall
  - IMPACT: MODERATE
  - FACTOR: Cumulative online GPA is 0.00
  - IMPACT: MODERATE
  - FACTOR: GPA was 0.00 last term
  - IMPACT: MODERATE
  - FACTOR: Earned an average of 0.00% of credits attempted per term last year
  - IMPACT: LOW
# IFA Fall 2016 Outreach Campaign

<table>
<thead>
<tr>
<th>Students Targeted</th>
<th>Nudge Content</th>
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</thead>
<tbody>
<tr>
<td><strong>Introductory email (September 20 or 21)</strong></td>
<td>• Welcome Email (reminder to check Lorain CCC emails)</td>
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<td></td>
<td>• Positive Nudge</td>
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<td></td>
<td>• Activities Calendar</td>
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<td></td>
<td>• Support Services</td>
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<tr>
<td></td>
<td>• Time Management</td>
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<tr>
<td><strong>Prior to Midterm (October 3)</strong></td>
<td>• Office Hours</td>
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<tr>
<td></td>
<td>• Tutoring resources</td>
</tr>
<tr>
<td></td>
<td>• Academic Support Services</td>
</tr>
<tr>
<td></td>
<td>• Time Management</td>
</tr>
<tr>
<td><strong>Registration Period (October 17)</strong></td>
<td>• Registration Reminder</td>
</tr>
<tr>
<td><strong>After Midterm (early November)</strong></td>
<td>• Encouragement &amp; information of withdrawal deadlines (very low – moderate)</td>
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<td></td>
<td>• Praise (high – very high) around grades, performance</td>
</tr>
<tr>
<td><strong>After Grades Posted (December 17 or 18)</strong></td>
<td>• Targeted outreach: Individual interventions versus bulk email</td>
</tr>
<tr>
<td></td>
<td>• Targeted nudges based on academic performance, persistence probability, not enrolled in next term</td>
</tr>
</tbody>
</table>
Roll-Out to Students

- Email with information on the redesign and how to find their assigned advisor in MyCampus
- Link to Schedule an appointment is currently on website and in students MyCampus
- Message in LMS (Canvas)
- eNews
- Social Media
Advising and Counseling

Advising and Counseling

Location: LC 158
Phone: 440-366-4032
On-Campus: 4032
Click here for hours

Specialty Advising Teams – Your Own Personal Advisor

You asked and we listened!

As an LCCC student, beginning Fall Semester 2016, you will be assigned a Specialty Advising Team Member based on your program or major. Under this new system, you will work with the same Specialty Advising Team Member every time you visit Enrollment Services for help.

Special Advising Team Members are academic advisors, counselors or student success coaches who are trained to advise students about academic and career goals. Each member will be specialized to support you in your education, based on your program or major.

This new advisement model was designed with your success in mind. It will help you:

- Connect with a familiar face every time you meet with your advisor
- Reduce your wait time when meeting with an advisor
- Provide specialized advising based on your program or major
- Connect you with resources specific to your program pathway
- Greatly improve your chances for success

How will I know who my Specialty Team Advising Member is?

Your Advisor is listed on the right side of the MyCampus Student Services page.

- Log into MyCampus
- Click on Student Services
- Look for your Advisor’s name in the right sidebar
Marketing to Students

ADVISOR YOU HAVE
MAKE APPOINTMENT YOU WILL

I HAVE AN ASSIGNED ADVISOR NOW?

GOOD!

STAY CALM AND SEE YOUR ADVISOR
Strategic Enrollment Management

• Team Members proactively contact students to encourage early registration
• Proactive outreach allows Advising Team to increase retention by:
  – building the relationship
  – working through barriers
  – checking up on current progress
  – preparing the student for next semester
  – decreasing last minute enrollments
<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Participants</th>
<th>Short-term: learning</th>
<th>Medium-term: actions</th>
<th>Long-term: ultimate benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
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<tr>
<td>Enrollment Services</td>
<td>Move to a case management advising model where every student is assigned to a personal advising staff member</td>
<td>Advising team: - Counselors - Advisors - Success Coaches - CCP Advisors - SAIL program</td>
<td>Advising staff members will learn specialized content about advising students in their program and career pathways</td>
<td>Students will receive more consistent advising from one staff member with specialized knowledge about their program and career plan</td>
<td>By following a program and career plan developed with their assigned advisor, students will be more likely to graduate, spend less time and money getting there, and being more prepared for their chosen career</td>
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<tr>
<td>Marketing &amp; Outreach Initiatives</td>
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<tr>
<td>Information Systems &amp; Services (IS&amp;S)</td>
<td>Orient advising staff in teams based upon Program and Career Pathways</td>
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<tr>
<td>Program and Career Pathways</td>
<td>Transition to a blend of appointments and walk-ins to maximize service to students</td>
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<tr>
<td>PeopleSoft advisor assignment functionality</td>
<td>Train staff in predictive analytics software to identify students in need of support earlier than early alerts</td>
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<tr>
<td>Acuity Scheduling</td>
<td>Provide professional development to further support high-touch advising</td>
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<td>Civitas Inspire for Advisors</td>
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</table>

Students will be able to better plan ahead by scheduling appointments with their assigned advising staff member.

Advising staff will be able to identify and outreach to students at greatest risk of not persisting.

Advising staff will learn best practices through participation in professional development activities.

Advising staff can identify students who are most in need of intervention.

- students who are struggling but have not been identified by the early alert system
- students who are close to or have met the requirements for a degree but have not yet applied for graduation

Advising staff will demonstrate and share best practices in advising.

Advising staff will take greater ownership of student success efforts knowing that more of their own students will walk across the stage.
Advising Redesign Success Metrics

• Increase application to matriculation yield
• Increase students concentrating in a major during the first year
• Returning students register earlier
• Increase in term to term persistence
• Increase in retention
• Increase in number of degrees and certificates
• Increase in the IPEDS FTIC graduation rate
Advisor Weekly Metrics

- Advisor name
- Caseload (number assigned students)
- Number & percent of caseload registered for upcoming/current term
- QueTracker (system that tracks student meetings)
- Acuity (appointment scheduling software)
- Number & Percent of caseload with individualized plans
- Inspire Outreach metrics
## Professional Development

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Date</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Career Coach (EMSI)</td>
<td>February 2016</td>
<td>38</td>
</tr>
<tr>
<td>Career Decision Training</td>
<td>March 2016</td>
<td>32</td>
</tr>
<tr>
<td>Appreciative Advising Webinar</td>
<td>March 2016</td>
<td>20</td>
</tr>
<tr>
<td>Bridges out of Poverty</td>
<td>April &amp; May 2016</td>
<td>108</td>
</tr>
<tr>
<td>Customer Service Part I</td>
<td>July 2016</td>
<td>99</td>
</tr>
<tr>
<td>Inspire for Advisors</td>
<td>August 2016</td>
<td>53</td>
</tr>
<tr>
<td>Acuity Scheduling Software</td>
<td>September 2016</td>
<td>60</td>
</tr>
<tr>
<td>College Credit Plus Refresher</td>
<td>September 2016</td>
<td>23</td>
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<tr>
<td>New Student Process Refresher</td>
<td>September 2016</td>
<td>6</td>
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<tr>
<td>Queue Tracker Training</td>
<td>September 2016</td>
<td>26</td>
</tr>
<tr>
<td>Customer Service Part II</td>
<td>January 2017</td>
<td>35</td>
</tr>
<tr>
<td>Ohio Benefits Bank</td>
<td>February 2017</td>
<td>18</td>
</tr>
<tr>
<td>Career Development Facilitator Training</td>
<td>February - June 2017</td>
<td>21</td>
</tr>
<tr>
<td>Inspire for Advisors Brush Up</td>
<td>March 2017</td>
<td>30</td>
</tr>
<tr>
<td>Schedule Planner</td>
<td>March 2017</td>
<td>31</td>
</tr>
</tbody>
</table>
Opportunities & Challenges

• Change Management
  – Kotter’s Change Principles
  – Finding the right blend of walk-in and appointments
  – Changing roles of staff
    • Counselors do walk-ins during peak time
    • Advisors do Financial Aid Academic Plans & Grad Audits

• Heavy reliance on part-time staffing means more hiring/training and can impact the “relationship” model

• Getting the student assigned to the correct advising team
  – student’s accurate declared major in the system is critical

• Communicating with entire Enrollment, Financial and Career Services Team
  – Frequent updates
  – All venues (existing meetings, etc.)

• Evidence-based and data driven process important

• Celebrate early wins and successes
First Year Advising Redesign Results

- All students assigned to “their person”
- Additional capacity to see students – 800 more students served in January (peak Spring registration)
- Positive impact on enrollment
- 7% increase in degrees & certificates (May 2016 to May 2017)
- Less complaints on misadvising
- Increased professional development opportunities for advisors
Next Steps in Advising Redesign

- Roll out Degree Map by Civitas
- Imbed Faculty Advisors into Specialty Advising Teams
- Develop intentional plan to work with “persisters”
  - Students with 30+ credit hours
  - Students near degree completion but no graduation plan
- Implement strategies for students on probation
- Set targets for KPIs
- Identify professional development or 2017-2018
Results of our Student Success Work
Pathways: More students are achieving concentration within their major sooner and connecting to a career pathway. 58% improvement rate.
Retention of first-time, full-time, degree-seeking students

- Fall 2010: 56%
- Fall 2011: 58%
- Fall 2012: 60%
- Fall 2013: 63%
- Fall 2014: 67%
- Fall 2015: 67%
Decreased Credits to Degree

-7% decrease since 2012-13

- Reduces cost to graduates by almost 2 courses ≈ $602
- $602 x 366 graduates = $220,332 in Student Savings

Note: First Associate degree completers within 4 years with 15 or fewer transfer-in credits
LCCC conferred highest number of degrees and certificates in 2016-17 at 1,810, a 53% increase.
Making Progress: 138% Increase
IPEDS First time, Full Time Graduation Rate
2008 to 2013 Cohorts (150%)
LCCC leads (#1) the state in student success with a 61% student success rate versus average for Ohio Community College of 47%.
## Cumulative Return on Investment
### Student Success Efforts

<table>
<thead>
<tr>
<th>Fall full-time student retention</th>
<th>2011: 56%</th>
<th>2016: 67%</th>
</tr>
</thead>
<tbody>
<tr>
<td>370 more full-time students retained</td>
<td>$4,900 in tuition and subsidy</td>
<td></td>
</tr>
<tr>
<td>Each full-time student retained to year two ≈</td>
<td>Over $1.8 million gained from student success efforts since 2011</td>
<td></td>
</tr>
</tbody>
</table>
Questions

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