

ADVISING REDESIGN

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*Recognizing the unique value, perspectives, strengths and challenges of every person who comes to PCC for education, **all** students will achieve their academic goals through equitable support, quality instruction, clear guidance to persist, and an unwavering commitment to completion shared by the entire college community.*

Transform Our
Learning Culture
Toward Creating a
Sense of Belonging
and Well-being for
Every Student

BELONGING

Redefine Time, Place,
and Systems of
Educational Delivery to
Create a More Learner-
Centric Ecosystem

DELIVERY

Cultivate a Long-term
Sustainable College
Enterprise

ENTERPRISE

Respond to Community
and Workforce Needs
by Developing a Culture
of Agility

WORKFORCE



STUDENT AFFAIRS

CENTRALIZED SUPPORT RESOURCES

- New Student Onboarding Support
- Basic Needs Support
- Equity & Belonging
- Co-curricular/clubs support
- Behavioral intervention support

EMBEDDED SUPPORT ROLES

- Student Momentum Support
- Academic Advising
- Career Services

INTEGRATED SUPPORT

- Academic plan development
- Academic progress tracking
- Early alert interventions
- Racial justice programming
- Tutoring referrals
- Resource Referrals
- Behavior resolution

"I need a job with a living wage"



"We need to feel like we belong"



"I need to learn a new set of skills"



"I need help paying for college"



ACADEMIC AFFAIRS

CENTRALIZED SUPPORT RESOURCES

- Academic & Career Pathways Curriculum Support
- Instructional Design & Online Learning Support
- Program Assessment & Planning Learning Support

EMBEDDED SUPPORT ROLES

- Deans
- Division / Associate Deans
- Directors
- Faculty Department Chairs
- Program Faculty

INTEGRATED SUPPORT

- Curriculum development
- Program review
- Transfer articulation
- Student outcomes assessment - continuous improvement strategies
- Co-curricular development
- Labor market analysis
- Teaching Innovations
- On & off-ramp transitions
- Workforce connections

Student Centered Pathway Model

ADVISING REDESIGN



A New Equitable Support Experience

Previous Model

Structure

Decentralized, campus/center location -based, multiple reporting lines, inconsistent resources, disconnect from career svcs & ineffective tech

Process

Inconsistent philosophy/service delivery approach, student initiated, reactive vs. proactive intervention, majority self -advised

Attitudinal

Underserved students faced barriers due to systems, policies and practices that neglected whole identity and marginalized experiences

Current/Evolving Model

Structure

Centralized in Academic & Career Pathway Guidance division, organized by Pathway team, integrated career development, EAB tech tool

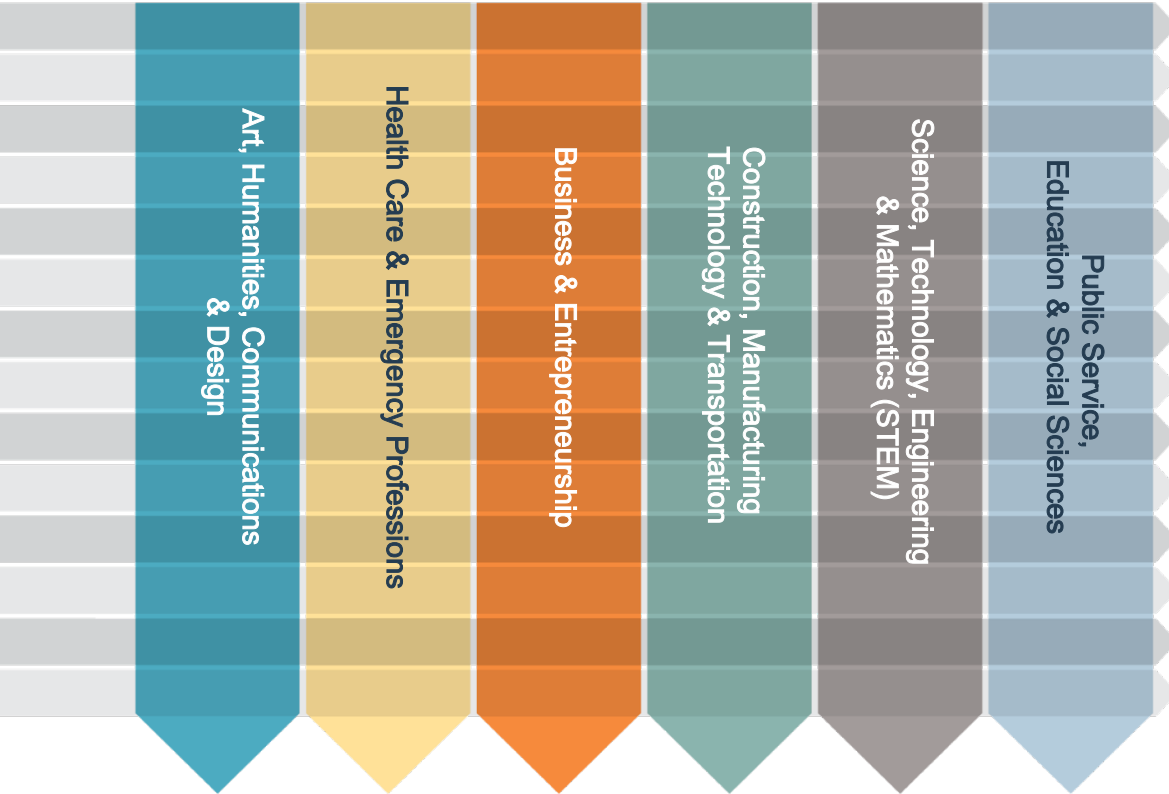
Process

Consistent philosophy, assigned advisor for every student, progress monitoring, advisor interventions, mandatory student actions

Attitudinal

Asset-based, race-conscious, anti -deficit and holistic support for every student supported by a practitioner training & development program

From Advising Redesign to Academic and Career Pathways



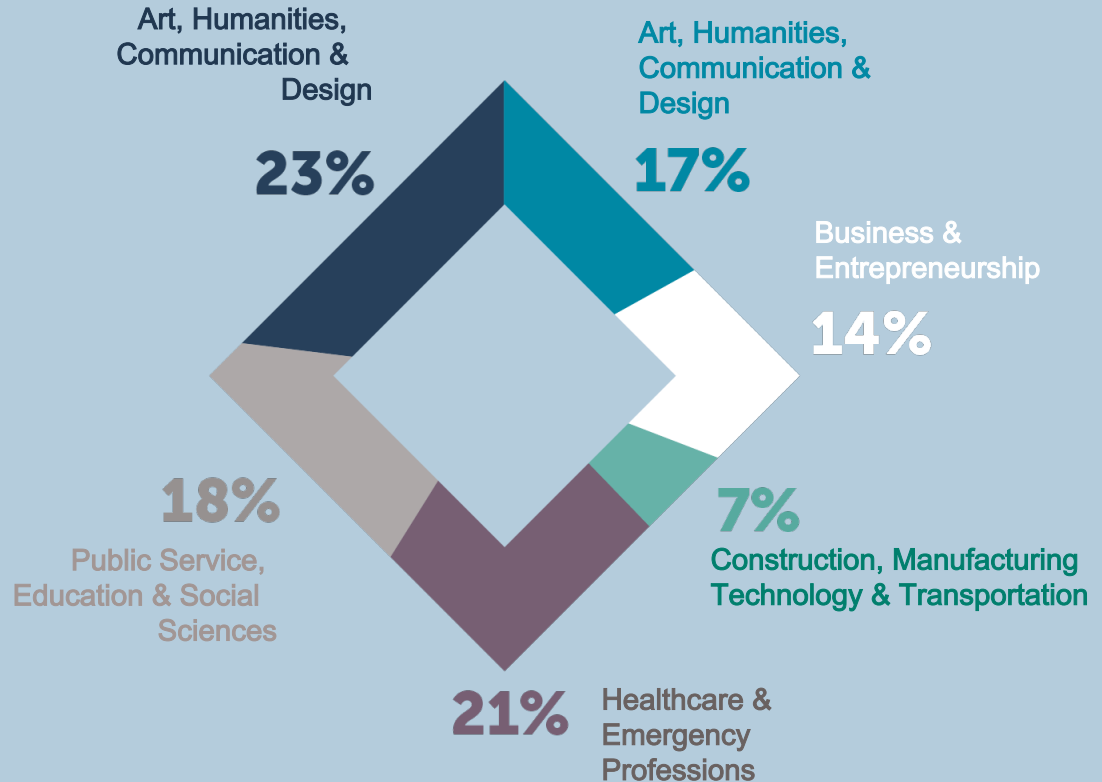
- Advisors organized across the six Academic and Career Pathways
- Career Services Organized Across six Academic and Career Pathways
- Expanded Student Orientation and Onboarding
- Greater Connections to Pathways to Opportunity
- Coordinated Care Network to support students across each Academic and Career Pathway

The total number of
students assigned an
advisor =

28,175

Total number of
advisors =

71

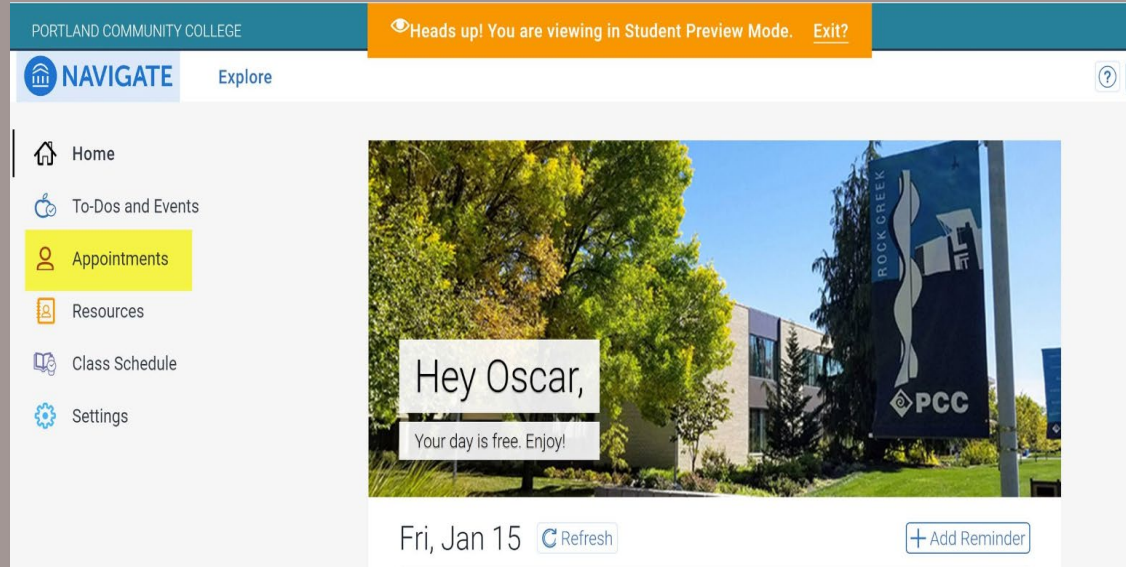


Advising and Career Pathway Support by the Numbers

**Advisor
Caseloads by
Program Type**
*Across all
Pathways*

CTE Programs	924 <i>High</i>	29 <i>Low</i>	23 Total # Advisors	312 Average Case Load
Transfer Programs:	675 <i>High</i>	354 <i>Low</i>	27 Total # Advisors	619 Average Case Load
Cohort Programs	143 <i>High</i>	10 <i>Low</i>	19 Total # Advisors	79 Average Case Load

- Student -Initiated Appointments
- Advisor-Initiated Outreach
- Targeted Campaigns
- Advisor-Initiated To -dos
- Quick-Polls
- Integrated Early Alerts
- Integrated Student Watch Lists
- Text Capabilities



Holistic Student Retention & Completion



Training and Development

The **PCC Advising and Career Training program** supports the success of practitioners as they interact with students. The practitioner Certification Program will provide training and evidence of practitioners knowledge of academic advisement concepts, pathway program knowledge, best practices and student support strategies.

Pre-Development

- Overview of Responsibilities
- Collaborative establishment of outcomes and measures of success
- Development of student -centered, anti-racist, DEI framework



Initial Development

- New practitioner Training/ Performance Assessment
- Technical Competencies
- Advising and Career Core Principles



Continued Practitioner Development

- Contextualized training across Specific Academic and Career Pathways
- Effective Student Interactions
- Case-Management Principles and practices

Advising and Career Development Program will be required to demonstrate an understanding of:

- Technical Competency (including features and functions of tools used at PCC - i.e. Banner, EAB)
- Academic Advising and Career Best Practices (resources, theories, and PCC program philosophies)
- Understanding of Anti -deficit, race -conscious, asset-based practitioner principles and practices



**PATHWAYS TO
OPPORTUNITY**

Connection to Pathways to Opportunity

- *Focus on student supports from student interest through graduation and beyond*
- *Student Readiness Survey through partnership with Seattle Jobs Initiative (SJI) and Dr. Crystal Hall (U of W)*
- *Implementation of Single Stop, USA.*
- *Destigmatization of support services*
- *Comprehensive website and communication review*

The Future of this Work

2021



Student Momentum Points

- A** Additional Momentum Points identified & implementation plan developed (Phase II) – aligned with Academic and Career Pathways development and YESS Metrics (*Spring 2021 - Fall 2021*).

Early Alert Intervention System

- B** Develop Faculty/Advising action-group to plan for larger implementation of Early Alert intervention system (*Winter 2021*)
- C** Establish "Communities of Care" within the EAB tool for targeted referral and case management – includes student learning centers; *phased through Spring 2021*.

Technology Integration– Student Success Management System

- D** Student-Initiated appointments turned on (*Winter 2021 - January 14*)
- E** EAB Academic Planner application will be implemented (*Winter 2021 - February*)
- F** EAB integrated with Academic Pathways, career exploration, and registration (*Summer 2021*)

Training & Development

- G** Customized and contextualized training across each of the six Academic and Career Pathways (*Winter 2021*)
- H** Ongoing training on holistic case management strategies expanded service delivery modalities, and student progress tracking/ reporting techniques using EAB Navigate (*Ongoing*)
All advisors will be trained and execute holistic case management strategies, expanded service delivery modalities, and student progress tracking/reporting techniques using EAB Navigate by (*Spring 2021*)
- J** Training and development plans for faculty and non-advisor support staff will be developed and implemented in a phased approach (*Summer 2021*)
- K** Development of an anti-racists tool kit (*Summer 2021*)

Assigned Advising

- L** Continued improvement of Assigned Advising Model and greater alignment with the work of our YESS Academic and Career Pathways (*Ongoing*)
- M** Creation of the Advising Redesign Tiger Teams (*Winter 2021 - Summer 2021*)
- N** Regularly scheduled Advising Pathway Meetings (*TBD*)

When Academic & Career Pathways are fully realized ...

1. PCC core values & beliefs and continuous improvement framework drive all action
2. Curricular pathways to employment and further education are clear, aligned and monitored
3. Processes are in place to support all students as they explore, select, and enter their pathway
4. Students have the ongoing support needed to consistently experience success on their desired path
5. Learning is happening everywhere and intentional outcomes are defined
6. Students are having an equitable learning experience in and out of the classroom
7. Labor market data informs all programs and student guidance
8. Relationship building that recognizes whole student identity occurs
9. A collaborative and interdependent operating structure supports student planning, progression and success

Questions?

