


DP Advising

Co-leads: Renata Cummings & Aleya Dhanji



"Where are we as advisors, as educators, today? Let's be like a compass to one another to compassionately point the way where service to students is concerned. Our compassion, our "common passion," is learning. Let's not merely dispense education but inspire others to seek new ways to learn."

- *Tim A. Champarde, Of Courage, Heroes, and the Compass within Compassion*

Our Advising Superheroes!



Justin Taillon
Jennifer Johnston
Chantal Carrancho
Briana Quintanilla
Robert Scribner Wendy Swyt
Tarisa Matsumoto-Maxfield
Chase Magliocca
Bevin Taylor Prairie Brown Rashmi Koushik
Sarah Trimm
Shelly Page Kathy Nguyen
Jessica Crockett Cisco Orozco

BIG Thank You to Dr. Lardner, May Lukens, Marco Lopez, IT Support, DP Research, DP Student Voice, DP Intake & Advising Center staff.

Warriors from the Past!

Advising Task Force:

Bevin Taylor, Ruth Frickle and Jen Scanlon
and others

**A BIG thank you for laying a successful
foundation for Advising Council.**



Flow of the Presentation

- What are we hearing from students?
- 4 Phase Advising Model & Guided Pathways Goals
- Rundown of Logic Model with select Spotlights
 - pre-nursing advising
 - in-class advising
 - Canvas advising course
 - faculty pathway leads
- Mandatory advising is coming
 - what can you expect?
 - what will your role be?
 - what support will we provide you?

A grayscale photograph of a mountain range with a river in the foreground. The text "What are we hearing from students?" is overlaid in the center.

What are we hearing from students?

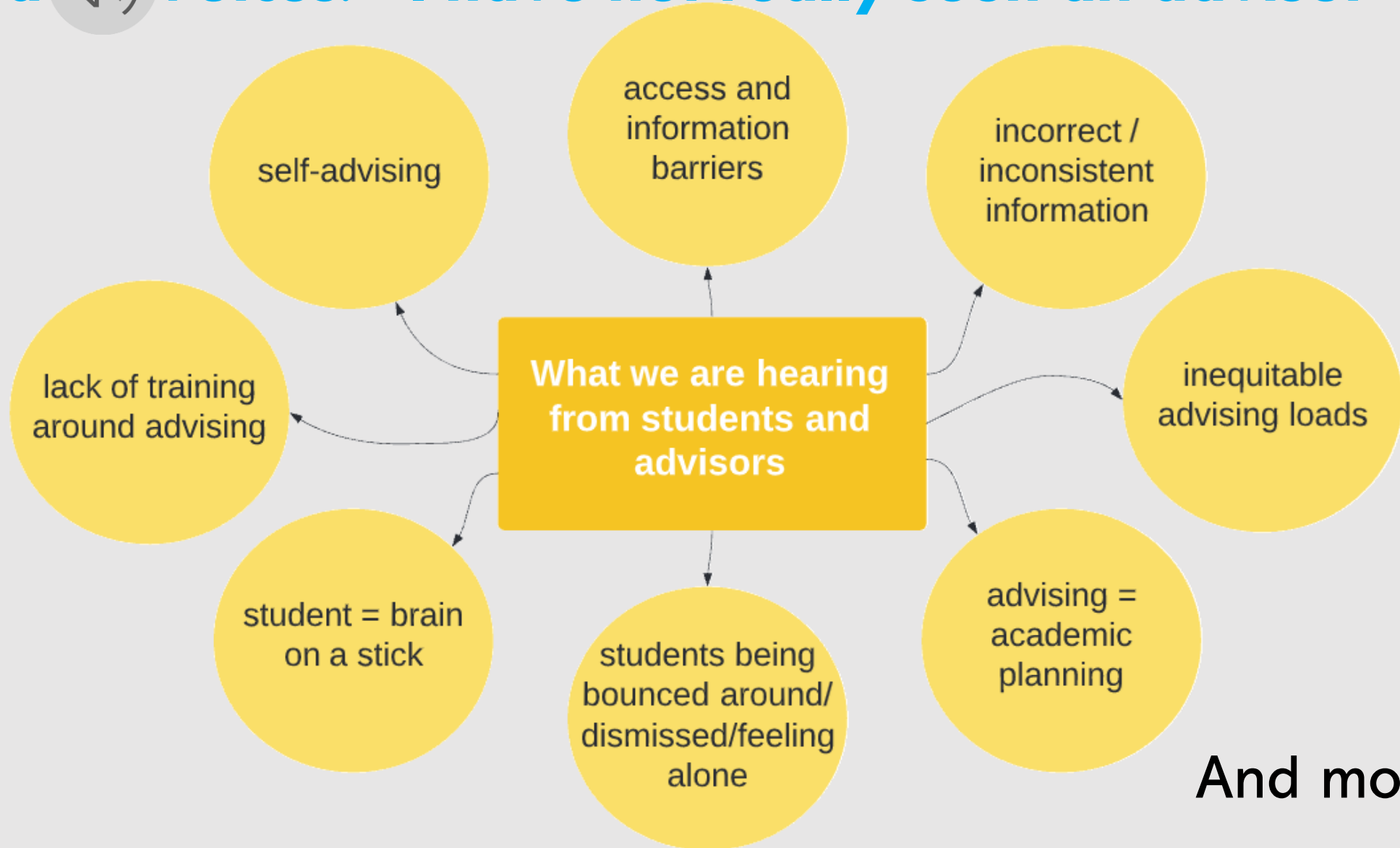


**HOW WE THINK IT
WORKS**



**WHAT OUR
STUDENTS
EXPERIENCE**

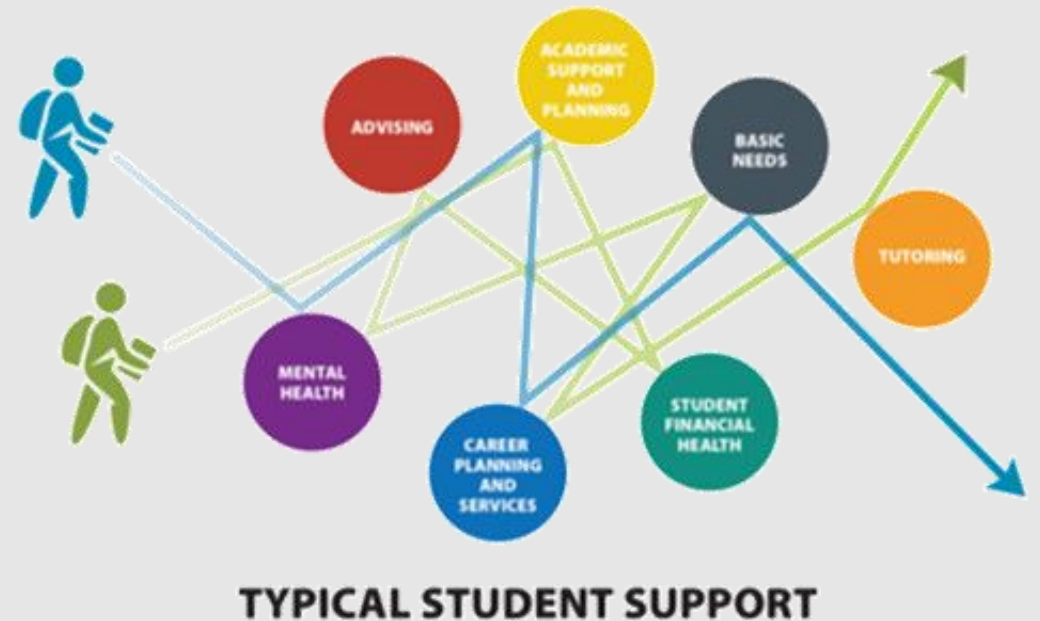
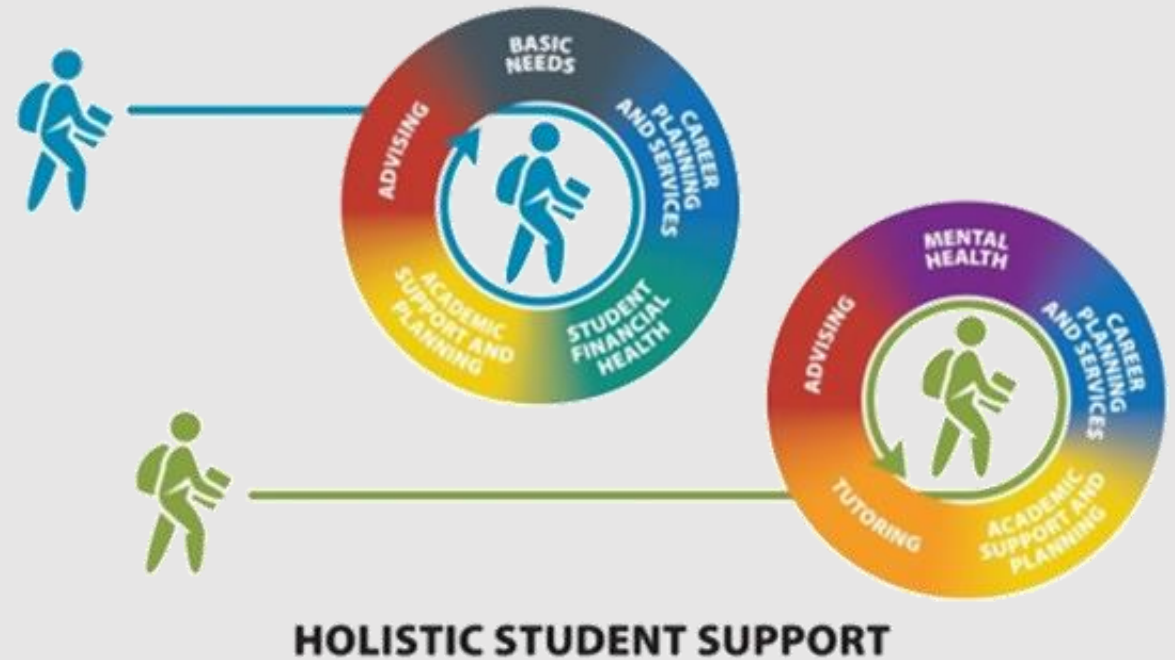
Student Voices: "I have not really seen an advisor"



And more . . .

What does the data say?

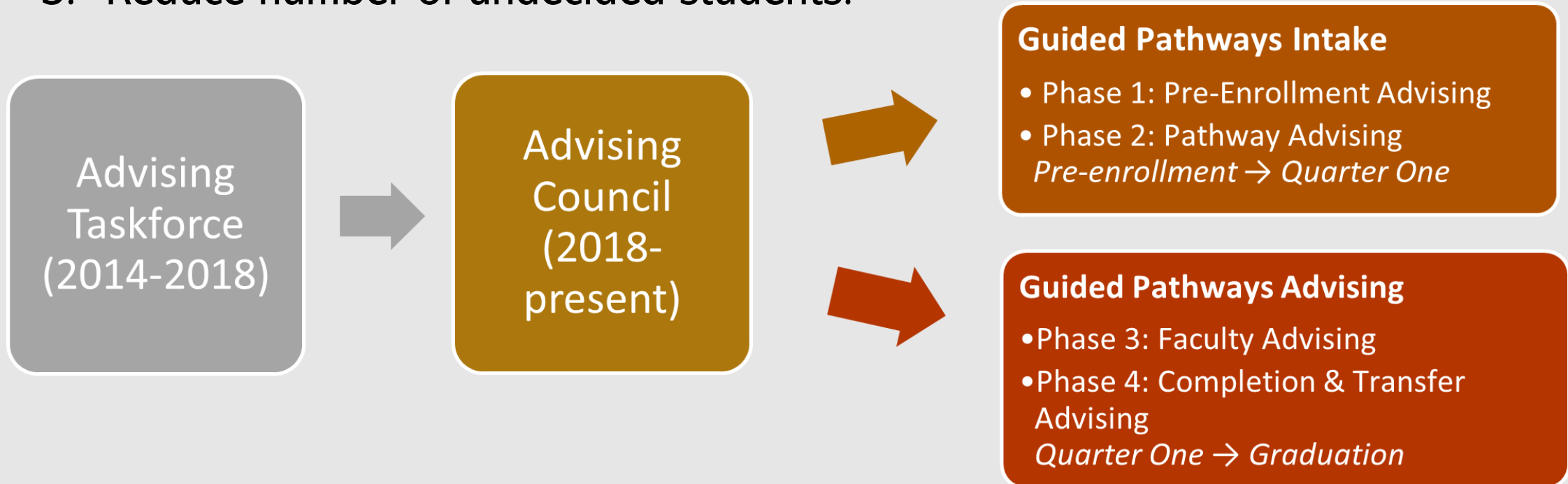
- Around 50% of students are self-advicing. How do we ensure all students see an adviser?
- Perception of advising as purely 'transactional': 'advising=academic planning'. What does holistic advising that supports student success look like?
- Frustration with incorrect or inconsistent advice from different departments and advisers, and/or unresponsive/slow-to-respond advisers. How do we ensure we are all on the same page?

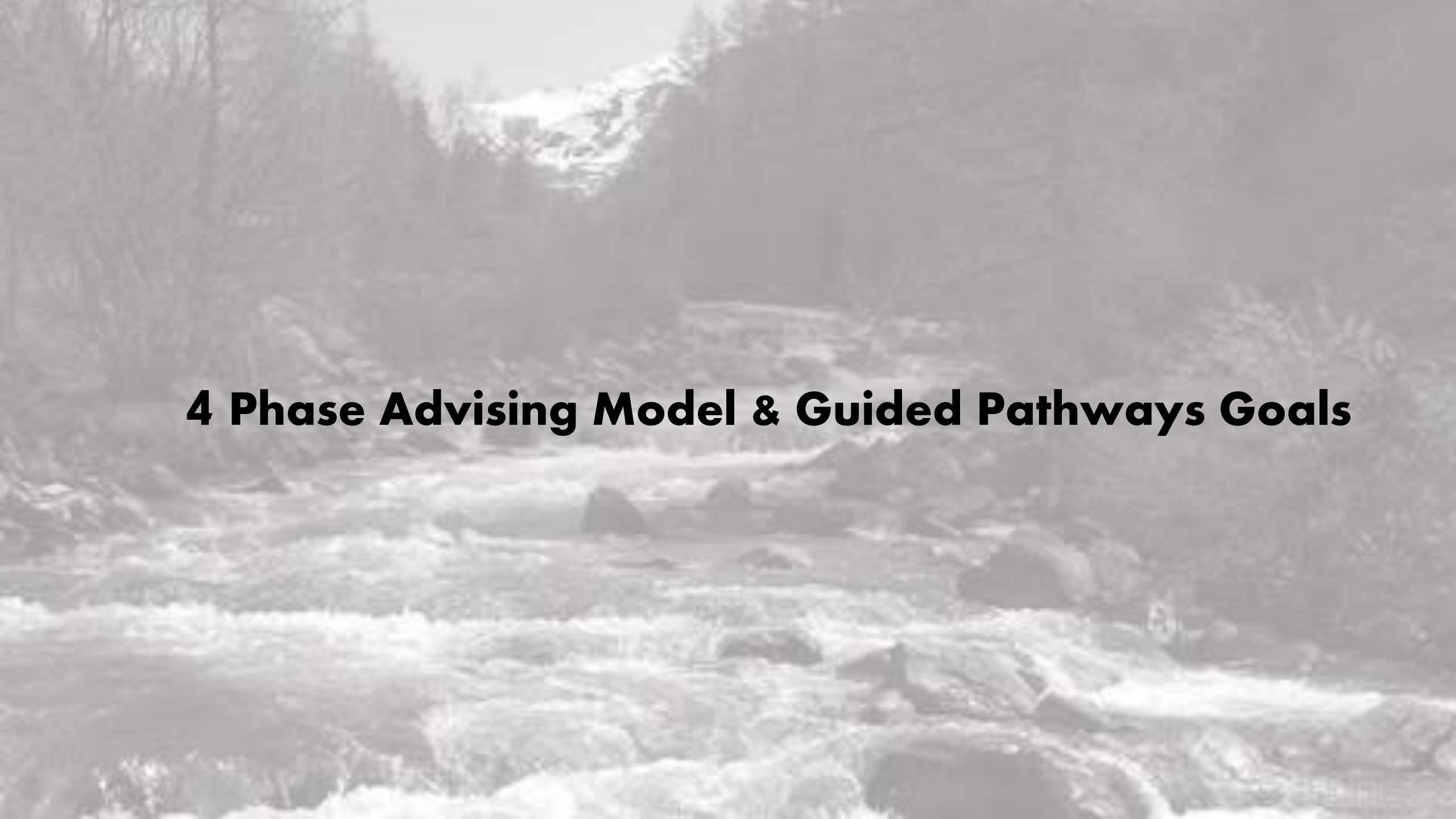


Evolution of Highline Advising Initiatives

The Advising Taskforce was the first campus-wide initiative aimed at growing and strengthening Highline Pathways to improve the overall student experience and facilitate completion of educational goals. The original priorities were:

1. Assign all incoming students to a faculty advisor.
2. Organize degrees by pathway.
3. Reduce number of undecided students.





4 Phase Advising Model & Guided Pathways Goals

Four Phase Advising Model

Pre-Enrollment Advising

- Pre-enrollment → Quarter One, mandatory New Student Orientation
- Develop initial relationship with student, successful admission, funding, registration, placements, transfer credits.

Pathway Advising

- Pre-enrollment → Quarter One
- Select pathways, advising information, enrollment in COLL 101, first quarter academic plan.

Faculty Advising

- Quarter One → Graduation, mandatory pre-30 credits
- Confirm program of study, develop relationship with faculty advisor, develop full academic plan, ongoing support/coaching.

Completion & Transfer Advising

- Quarter One → Final Year, mandatory pre-75 credits
- Completes Highline requirements, support for transfer application and funding sources / career counseling and job search, graduation.

Guided Pathways Goal/Deliverable

HIGHLINE PRIORITY AREA 2: All students have the support they need to explore career options, become part of a community, and complete programs efficiently.

Advising is mandatory and intrusive for all credential-seeking students including ABE/ELL students.

Advising facilitates entry into a Program of Study within two quarters and tracks and supports student progress through completion or transfer.

Professional advisors and faculty maintain close cooperation to ensure a smooth transition from initial general advising to advising in a program, and advisors may have an area of specialty at the Meta Major or Program of Study level with students assigned to advisors appropriate to their academic goals.

Student Voices: “I had to plan my own schedule”

- Helping our students not only succeed academically, but also in connecting their educational goals to their career goals.
- A holistic approach meets students where they are, addresses their individual needs, leverages their strengths, and focuses on student development and learning.
- Opportunity gap: recognizes the inequality of opportunity in education, or “education debt,” characterized by gaps in educational inputs such as access to textbooks and financial aid.
- Address barriers faced by historically underserved students: students not considered when U.S. education systems were originally designed such as students of first-generation immigrants; from low-income families; of adult status; of color; from second-language backgrounds etc.

What do we need to do differently to address the equity gap?

- Backward design.
- Data-driven approach (disaggregated, higher depth, more qualitative data).
- Collaborative approach (break siloes, deliberate structured communication).
- Professional development on best practices in advising and culturally responsive advising.
- Shared understanding of adviser and advisee responsibilities and advising outcomes. Create a Highline Advising Syllabus.
- Self- and peer- assessment of advising (safe space to reflect on practice).
- Institutional assessment of advising.
- Easy to access advising (scheduling, just-in-time advising, e-advising).
- Multiple touch points that come at advising in different ways.
- Help students be independent without self-advising and know when to seek an adviser.



Rundown of Logic Model with Select Spotlights

Student Voice & Data

Create recurring opportunity for student voice through mixed quantitative/qualitative surveys.

Create recurring opportunity for student voice through focus groups.

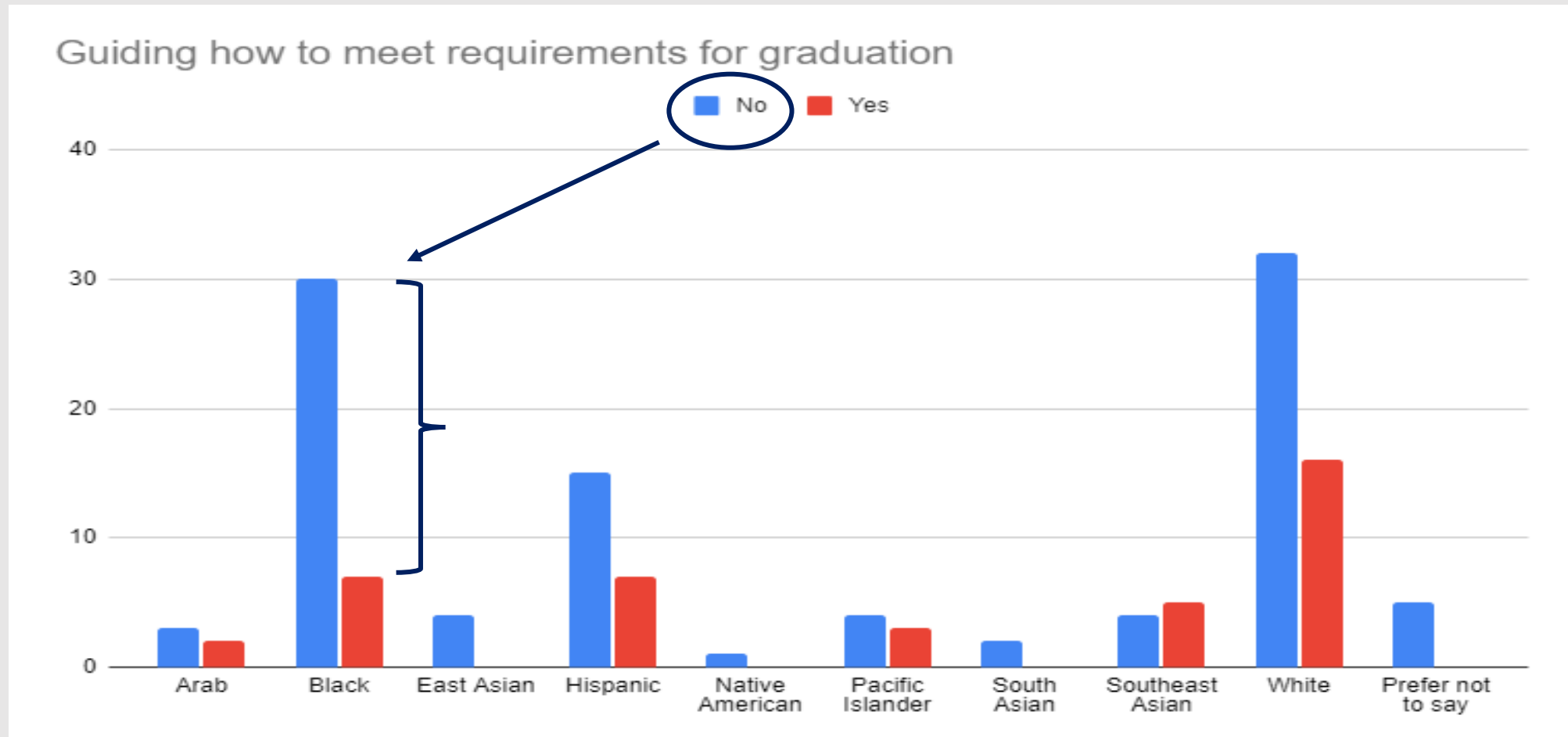
Student Voices: “The process is confusing”

Spotlight On Survey Data

- Where are the equity gaps? Where are the access gaps?
- What additional barriers exist toward students being able to get advising?
- How do these barriers depend on student demographics?
- Are certain student populations being completely missed in advising?



African American students followed by White students were less likely to meet with their advisors for guidance on their graduation requirement.



Multiple Touch Points on Advising

Develop a plan for supporting and advising students who are at risk of falling off path.

Organize Pathway Advising Days w/ Faculty advisors to assist with enrollment and demystify pathway.

Implement two classroom advising models: workshop model and interleaved model.

Student Voices: “have no time”

How many pre-nursing students do we have on campus?

~1000+

How can we work together to better support our pre-nursing students and ensure that every student:

- receives advising,
 - has support for exploration in healthcare pathways and
 - successfully transfers to a nursing or other program.
- Program mapping -> making pre-nursing pathways less confusing.
 - Getting information to students in a clear straightforward manner (Canvas, info sessions, micro-in-class interventions).
 - FUN Professional Development for advisors

Spotlight On Pre-nursing Advising





Sarah Trimm

Program Manager, Advising and
Student Success
Advising Center

Student Quote - "Taking the time out of my day to only look at schedules, I wouldn't have it w/o workshop."

Spotlight On In-Class Advising

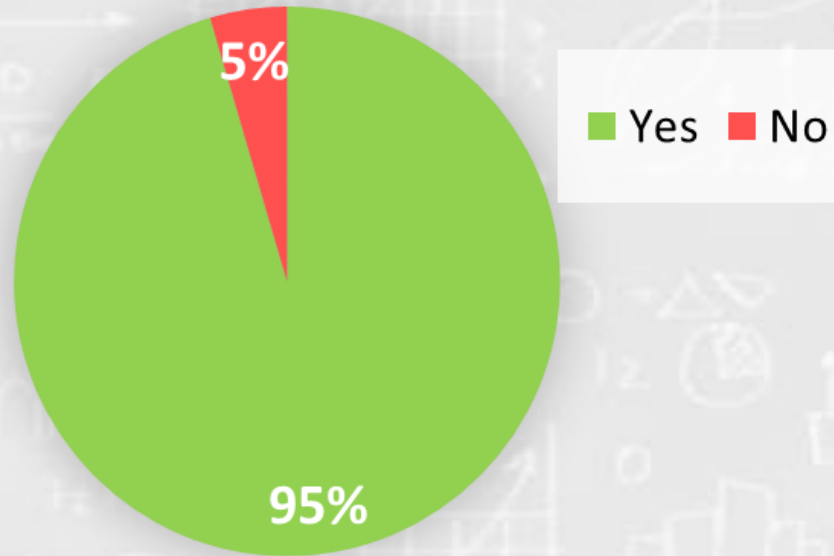
- A structured way to bring advising to students.
- Disproportionate impact on underserved students who may not have time to seek advising outside of class (working students, parents) and first generation college students among others who may be reluctant to seek help or not know how.
- Developmental math: in-class advising workshops that are a form of group-advising where students connect with faculty in their program of study to develop an academic plan, and answer general advising-related questions.
- More important now than ever: fewer students at office hours, less spontaneous conversations after class, data shows in-class advising leads to more student engagement.

**CLASS
DISCUSSION**

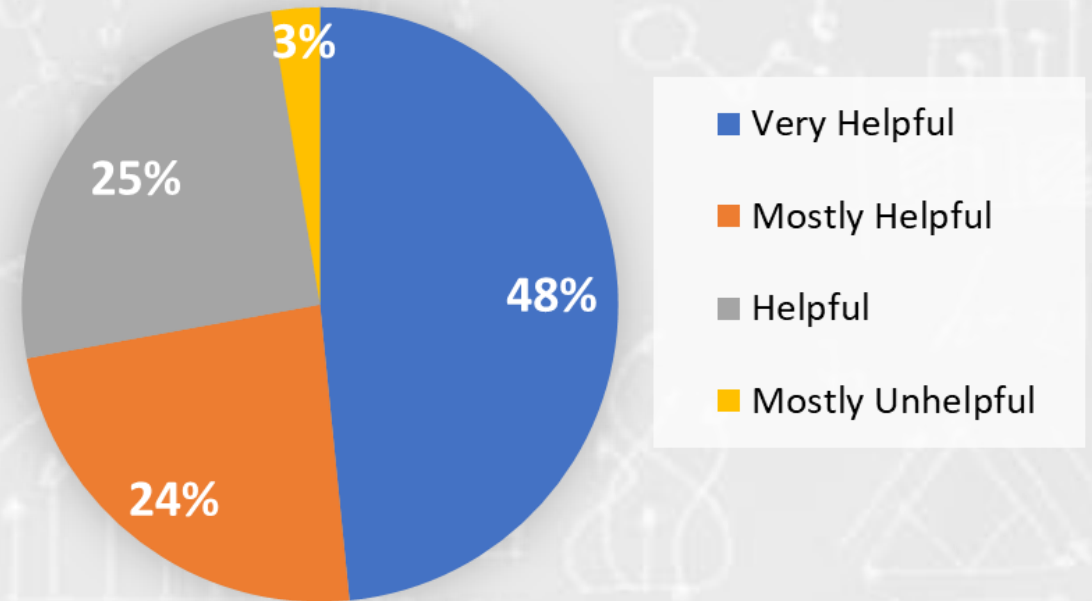


What do students say?

Was the workshop a good use of time?
(N=176)



How helpful was the workshop? (N=192)



Data from fall and winter workshops (Math 81 and 91, Phys 139, Engr 100, Chem 139)



Sarah Adams

Faculty

Math

Professional Development and Self-Assessment for Advisors

Develop Canvas Advising Course for faculty and staff around NACADA Core Competencies.

Develop PD/workshops/trainings around NACADA Core Competencies.

Develop a plan to incorporate adjunct faculty in advising in an equitable way.

Student voices: “help get you more confident”



Spotlight On Canvas Advising Course

- ‘Choose Your Adventure’ Advising Canvas Course – a knowledge base to reflect on and build advising and advising-related skills.
- The GP workplan called for a course that would model advising practices on culturally responsive, inclusive and accessible instructional techniques.
- Options at end of each module: reflection or workshop.
- 74 faculty signed up, 25% adjunct faculty. 54 completed at least 1 module, 23 did all modules.
- Goal is to continuously reflect on and improve on advising practice.



Select Quotes from Faculty Advisor Reflections

"I also think about how much trauma we witness when we know our students well, and how important that recognition is to be an empathetic advisor and instructor."

"I believe the purpose of advising is to help the student take ownership and control of their own learning while having the support of advisors (me and other advisors) who can help them learn and apply what they learn. Students do not come to college knowing what classes they need to take, who they should ask questions of, how financial aid works, etc. Just as we teach students content through classes, we also need to teach them how to navigate their own learning process, and how to transition to the working world or a career."

"I'd like to make sure I'm not purposely (consciously or subconsciously) funneling students into any particular degree pathway that based on their racial or cultural background, but that I'm really open to listening and hearing/respecting students' own ideas and instincts."

Select Quotes from Faculty Advisor Reflections

“Now if this [student switches pathways] happens to me again, this is what I would likely say to the student:

I am so honored that you trust me enough to guide you on your journey. I’ve enjoyed meeting with you and helping you along your journey so far. I want you to get the best advice needed for your pathway, and I just do not have the background knowledge or expertise in the pathway you have chosen. Let’s work together to find a new advisor – but remember you can always check in with me and say “hi” and let me know how things are going.”

"There is great work being done in advising to support our students, however because of the unique needs of Highline, ctcLink is cumbersome and requires a lot of extra time to make it work successfully when advising students. (But we are all in this together!)"

(Public) GP Advising Course

- (Public) GP Advising Course open to all staff and faculty.
- A reference tool to practice advising skills and gain new ones as we help our students achieve their goals.
- Envision course as an evolving process that is a 'one stop shop' for all advisors.

ALRIGHT PEOPLE



LET'S DO THIS!

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**We
Need
You!**

memegen.com

HEY YOU! THANK YOU!



RD

Cross-Campus Collaboration and Communication Structures

Develop shared understanding of 'Highline Advising'.

Create a Pathways Adviser
– Faculty Liaison program to strengthen collaboration between professional and faculty advisers.

Student Voices: “feeling lost or unsupported”

Spotlight On Pathway Leads

- Strengthen collaboration between professional and faculty advisers, share updates, best practices and disseminate information.
- Co-create a process for sustainable communication and collaboration among all advisors.
- Arrange cross-training and peer shadowing.





Rachel Stuart

Communication Studies Faculty



Wendy Barajas Cadenas

Academic Pathway Advisor
Advising Center



Linda Brethorst

Academic Pathway Advisor
Advising Center

A grayscale photograph of a river flowing through a rocky, forested landscape. The river is turbulent, with white water rapids and large boulders scattered throughout. The surrounding hills are covered in dense trees, some of which are bare, suggesting a cooler season. The overall scene is rugged and natural.

Mandatory Advising is coming

Mandatory Advising

Advising
Canvas
Course

PD and
Community
of Practice

Build
Capacity

Program
Maps

Student
Success
Software

Student
Voice &
Data
Tracking

Pathways
Website

Explore the world of work in first two quarters, through COLL 101, pathway advising sessions, and in-class advising sessions.

Qualifies as pre-30 credit mandatory advising.

Moving toward mandatory COLL 101 Fa 22 for all credential seeking students.

Explore Pathway

Confirm program of study 'To Do' item in ctcLink checklist.

Links to resources for career exploration. 'Close the loop' for students who do not confirm by 30 credits.

Mandatory starting Fa 22.

Choose Program of Study

Link program of study and faculty adviser assignment process.

'Warm handoff' to faculty advisor.

Proactive scheduling of first one-on-one advising session.

Program change policy.

Connect Faculty Advisor

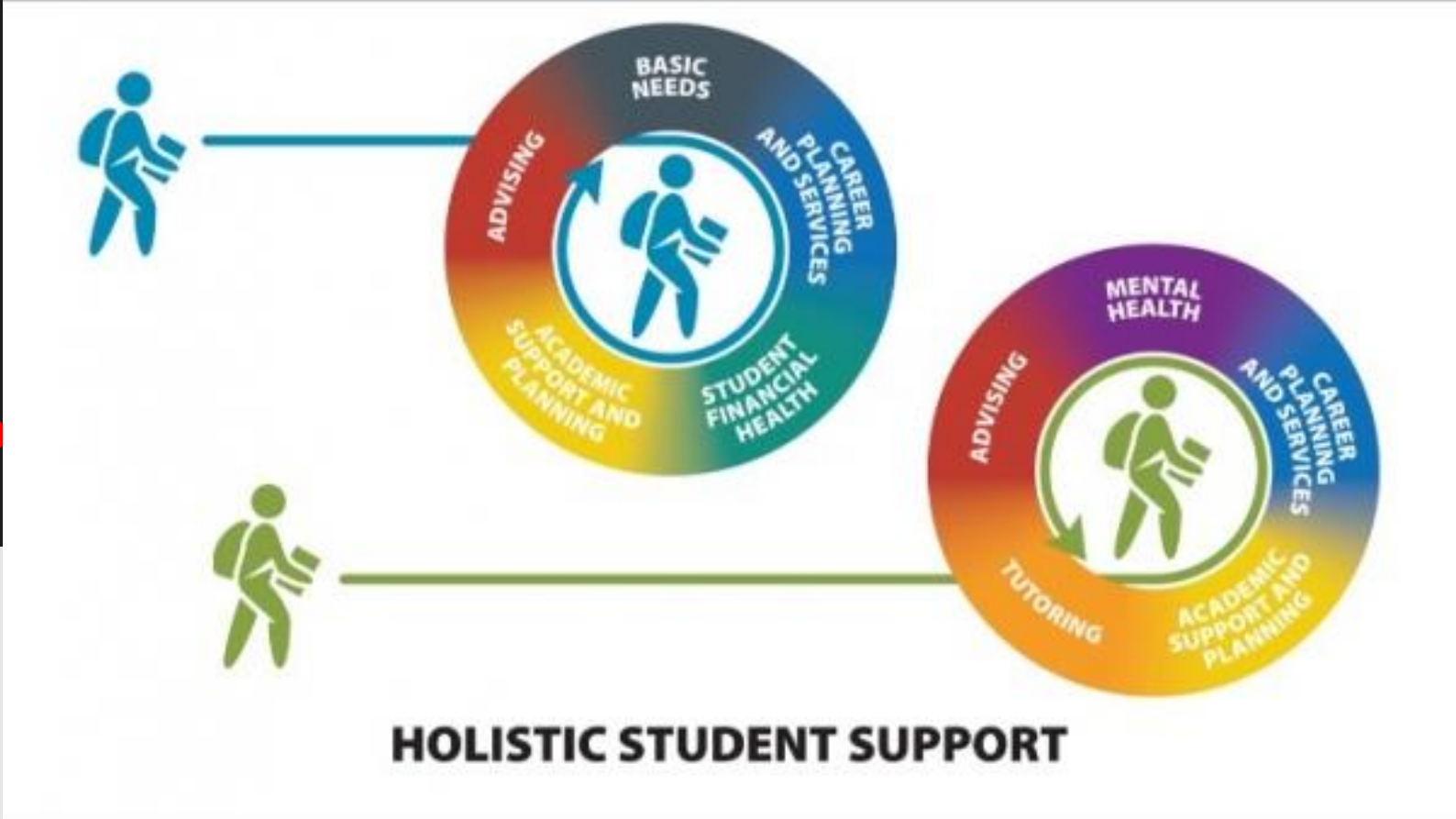
Track student progress.

Practice 4 Connections of Advising.

Mandatory measures for pre-75 credit advising (timeline TBD).

Completion/Transfer

Team of Care



HOLISTIC STUDENT SUPPORT

We want your questions, ideas, feedback, criticisms
We welcome it all! 😊

Questions we refuse to answer →

