**High-Tech, High-Touch Educational Advising in a Guided Pathways College
Achieving the Dream – Bakersfield College Project Development**

 **Problem**:The vast majority of FTIC students are not getting on a ***clear path for enrollment*** from their entry point to the college. Clearly defining at an operational level the day-to-day tasks of all members of a Completion Coaching Community will be critical in advancing momentum points.

* In 2016-17, BC reported just 5,452 CSEPs for 30,908 student’s total. Even worse, of 5,834 First Time in College (FTIC) students in 2016-17, 3,993 had no CSEP.
* In fall 2016, only 15.6% of FTIC students enrolled in 15 units or more.

 **The Why**: A commitment to get more BC students to complete their certificates, degrees, and transfer in 60 units and in 2 years.

 **The What**: A redesign of the work of BC Educational Advisors to that their day-to-day work will directly advance the momentum points using high-tech, high-touch strategies.

* How will BC Educational Advisors move students through their pathways using high-touch, high-tech strategies?
* What will cohort management aligned with the Learning & Career Pathways look like?
* Is it necessary to re-work the physical assignment of the educational advisors?
* Which meetings will the Educational Advisors attend? Department meetings? Pathways meetings? Meetings specific to educational advisors? Need to develop a schedule.
* To whom will the Educational Advisors be accountable? Pathways Dean? Dean of Counseling? How will leads share in oversight and ensure consistent communication of expectations and assignments?

 **Who**: *Leadership/Facilitation Core Team*: Counseling Dean (Grace Commiso), Instructional Dean (Manny Mourtzanos), Research Lead (Amber Hroch), Director of Transfer Pathways (Khushnur Dadabhoy), Data Coach Lead (Eleonora Hicks), Technology Lead (Dan Hill); *Institute Attendees*: All Educational Advisors, Instructional Deans, Direct supervisors

 **Structure of the Advising Institute Model**

* Institute Model: Working Institutes over a two year period with evolving focus, pre- and post- assignments, and a product outcome
	+ 3-4 institutes annually from 2018-20
	+ Getting Students on the Path: Outreach Ed Advisors
	+ Keeping Students on the Path: Pathways Ed Advisors
* Technical Support: Can we get a list of national leaders who could coach us in the development of the institute model?
	+ Candidate from Georgia State or Guttman?
	+ Who are the leaders for Leading from the Middle?
	+ AACC/CA Pathways Project institute model lessons learned?
* Cornerstone #3 from the Data Implementation for Guided Pathways Team: *Actionable Outcomes to Reach Students (High-Touch)*
	+ Based on data, identify students in need of immediate and timely intervention.
	+ Identify which type of intervention is needed.
		- By September 25th reports will be generated for students in each transfer major within each metamajor that need 15 credits in spring semester.  This information will be shared with data coaches, counselors and ed advisors, who will contact the students and get them enrolled in the appropriate 15 units within their pathway
	+ Identify how to reach student (email? Phone call? Meeting with advisor/counselor?)
	+ Follow-up: Develop a system through Starfish to ensure that students are following up with required action steps.
* Momentum Point Goals:
* Ensure 15 unit per term/30 unit per year enrollment and completion, defined on the CSEP
* Ensure transfer-level math enrollment and completion in the first year, defined on the CSEP
* Ensure transfer-level English enrollment and completion in the first year, defined on the CSEP
* Ensure 9 core pathway units enrollment and completion in the first year, defined on the CSEP

**Framing Principles of Redesign**: RP Group’s [*Completion by Design*](http://rpgroup.org/Portals/0/Documents/Archive/CbD-Principles.pdf?ver=2016-10-24-234103-257)

* *Principle 1*: Accelerate entry into coherent programs of study (Pick your major/program of study/pathway; Summer Bridge)
* *Principle 2*: Minimize time required to get college-ready (Finish with 60 units and an ADT and in 2 years; link to Kern Promise and Finish in 4; AB705)
* *Principle 3*: Ensure students know the requirements to succeed (momentum points)
* *Principle 4*: Customize and contextualize instruction (Tech Math)
* *Principle 5*: Integrate student support with instruction (ACDV classes, tutoring, SI)
* *Principle 6*: Continually monitor student progress and proactively provide feedback (Contact through pathways and completion coaching team)
* *Principle 7*: Reward behaviors that contribute to completion (Kern Promise incentives)
* *Principle 8*: Leverage technology to improve learning and program delivery (Maximize use of Starfish)

**The How**: Helping students stay on path using high-tech, high-touch cohort management and a *Pathways Collaborative Model****:***  Social & Behavioral Sciences Pathway – Completion Team Practical Application with Ed Advisor as common denominator tracking student completion (roles and duties not limited to the notes below)

* Dean: Corny Rodriguez
	+ Work with Data Coach to ensure accurate and timely data;
	+ Lead bi-weekly meetings with completion team members;
	+ Ensure all team members are focused on momentum points;
	+ Work with counselor to ensure communication plan messages are sent
	+ ***Work with Ed Advisor to ensure all pathway students focus on momentum points***
* Data Coach: Yvonne Armendariz
	+ Provide completion team with accurate and timely data focused on momentum points and equity gaps
	+ ***Work closely with Ed Advisor to validate Starfish data***
* Counselor: Sarah Villasenor
	+ Work with Dean to ensure all communication plan pathways messages are sent;
	+ Work with completion team members (faculty in particular) to hold pathway specific workshops/classroom presentations etc. related to careers and momentum points;
	+ ***Work with Ed advisor to ensure all pathway students focused on momentum points through targeted student contact***
* Ed Advisor: Pearl Urena – Focus on Transfer and Pre-Law
	+ ***Work with Counselor to ensure all pathway students are focused on momentum points through targeted student contact*** – Pearl will collaborate through the utilization of technology such as Starfish with the pathway counselor monitoring all student completion (momentum points) and success (course progression)
	+ ***Ensure all students complete ed planning*** – Pearl will closely monitor Starfish flags and assign students to completion members as appropriate (student focused on Psyc but also an athlete can be assigned to the Athletics advisor through Starfish);
	+ ***Ensure all students register for 15 units, Math, & English, etc.*** – Pearl will routinely check registration status through Starfish validating with data provided by the data coach and assign students to completion members as appropriate;
	+ ***Collaborate with CTE when appropriate*** – Pearl will work with CTE advisors on credential programs within her pathway to ensure timely completion
	+ ***Routine timely communication with completion members is imperative***
		- Breakdown of sample schedule:
			* Pre-law = .2 (8 hrs; focus on pre-law outreach and events)
			* General = .3 (12 hrs: HS outreach, Bridge, Drop-Ins)
			* Pathways = .5 (20 hrs; includes cohort and case management for all pathway students)

***Sample Educational Advisor Schedule***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| 7:30-8:00 | **Pathways**: SB&HS | **General**: Pathway Drop-ins | **Pathways**: SB&HS | **General**: Pathway Drop-ins |
| 8:00-8:30 |
| 8:30-9:00 |
| 9:00-9:30 | **Pathways**: SB&HS | **H&W** |
| 9:30-10:00 | **H&W** | **H&W** | **Pathways**: SB&HS |
| 10:00-10:30 | **Pre-Law** | **Pre-Law** |
| 10:30-11:00 |
| 11:00-11:30 |
| 11:30-12:00 |
| 12:00-12:30 | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| 12:30-1:00 |
| 1:00-1:30 | **General**: Bridge | **Pathways**: SB&HS | **General**: Bridge | **Pathways**: SB&HS |
| 1:30-2:00 |
| 2:00-2:30 |
| 2:30-3:00 |
| 3:00-3:30 | **Pre-Law** | **Pre-Law** |
| 3:30-4:00 |
| 4:00-4:30 |
| 4:30-5:00 |
| 5:00-5:30 | **H&W** | **H&W** |