New Directions for Evergreen Feasibility Study Template   Date: August 20, 2020

Wraparound Advising/Coaching Model
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I. Executive Summary: *Provide an executive summary of the proposed Holistic Advising/Coaching Model to include a description of the program design, objectives, supporting data, available resources, evaluation, long-term implications, and how it incorporates inclusive excellence. (Length should be 2-3 pages)*

II. General Information

1. Institution Name: **The Evergreen State College**
2. Date of Proposal: **August 20, 2020**
3. *Student Support* Program Name: **Holistic/Pro-Active/Wrap Around Advising**
4. Title (if different than above): **TBD**
5. Proposed Date of Implementation: **Fall 2020 through Fall 2022**
6. Primary Contact: **Therese Saliba**

III. Program Overview

Provide a description of the proposed *initiative* and its goals in the context of the Evergreen State College mission.

We envision the intersection between Holistic Advising and academic policy to be student-centered, proactive, and adaptive. Our goal is for all students to feel a sense of value, competence, and empowerment in articulating and reflecting on their learning experiences, such that achievement gaps are reduced and commitment to the institution will be sustained throughout and after college.

To accomplish this, we will pursue the following goals:

- **Develop and implement a clear and consistent coordinated student success support system across campus, scaled to the needs of different students, to promote inclusive excellence and student success.**
- **Interrogate institutional structures and practices that maintain and deepen educational inequities.**
- **Make values-informed, data-informed, and equity-minded changes with existing resources to ensure greater access to all students and promote sustainability of these changes.**
- **Establish a new Student Success Council to facilitate productive conversations around all aspects of student success, with representation from multiple constituencies, including students, staff, and faculty. The Council will share conversations widely across campus and provide regular opportunities for input from various stakeholders.**

IV. Program Design

1. Provide details on specific proposed *support* goals for students, including:
   a. *the objectives for which student population (e.g. undergraduates only? graduates? Adult or underserved students?) the support model addresses;*

This support model is designed to support all Evergreen students, with an emphasis on scaled services for underserved students and students experiencing barriers.

b. *the learning and support outcomes for students;*

- **Students will have increased knowledge of their academic progress and needed steps for improvements, including more timely notification of possible credit and eligibility issues.**
- **Students will have a better understanding of the likely outcomes of various choices in their academic and co-curricular planning.**
- **Students will experience a more active and supportive embrace from the campus should they experience greater challenge.**
- **Students' self-reflection on their academic progress, and Advising support, will draw more effectively on the Six Expectations of an Evergreen Graduate as a vehicle for reinforcing the articulation of learning and be used to guide the foundational philosophy of our coordinated student success model. (The campus could operationalize these expectations by connecting them to concrete opportunities for students to demonstrate competence.)**
- **Students and Faculty and Staff Advisors will harness the Academic Statement, the transcript, and e-portfolios to help students envision not only their academic interests, but also their sense of place at Evergreen. For example, if students were asked to articulate how Evergreen's environment, values, and/or resources are especially tailored to allowing them to explore their passions and grow into intellectual maturity, their sense of commitment and purpose to their journey may deepen.**

c. number and types of *staff and faculty (recall we have different types of faculty contracts: regular/term and adjunct)* required;

d. assumptions about the advising support student/faculty/staff ratio.

   TBD

How would the support program intersect with current or proposed curricular and academic structures? (As examples use the structures in the latest Big Bets proposed model, and or current structures as a guide: Academic Statement Requirement, First Year Experience, Paths of Study, Tacoma Campus, Native Pathways, and Graduate Programs). Items to consider: syllabi, covenants, academic policies and requirements, 5th week warnings, evaluation conferences, academic statements, etc.

Advisors and support networks could be coordinated around Curriculum Area Teams and proposed colleges under New Academic Directions.

We will establish a committee structure (TLC) for reviewing and recommending adjustments to academic policies and practices as needed to increase their coherence, clarity, and student-centeredness. Elements to be included will be syllabi, community agreements, credits, and credit equivalencies.

Further work will include the development and implementation of enhanced transcripts and e-portfolios to allow students to articulate their learning to diverse constituencies on and off campus. Throughout this work, the group will be operating with the vision of a holistic advising system that facilitates communication and collaboration among faculty and all student-facing services on campus.

2. How would the support program integrate within the current student academic support and engagement areas' structures?

   The Holistic Advising program would formalize, systematize, and strengthen the integration of the range of services already provided by IESS: Academic and Career Advising; Access Services; First Peoples Multicultural, Trans & Queer Support Services; International Programs; TRiO Student Success; and Upward Bound. In addition, our advising teams would bring in partners from Student Engagement, such as Housing, Student Activities, Student Wellness, and Athletics.

3. Looking at the proposed Big Bets models, what would be the primary methods of *student support* delivery?   Please consider including options for on-campus, low-residency/hybrid, distance, learning approaches. When would they be offered (as part of the Oly-Day program? Evenings and weekends? Both?)

   In addition to on-campus and in-person advising services, we are developing a robust system for remote advising, designed to serve students with full-time jobs and students studying away from the Olympia campus. With this kind of system in place, advising can be more easily delivered on evenings and weekends as well.

4. Describe the support process by which the student populations identified in 1 a. above would interact with the support program as a new student all the way through to a graduating senior.

   This may include new students (High School Direct); transfer students); adult Re-Engagement students; students from marginalized groups. Would the support process differ for First Year; Second Year and Beyond students, seniors?

   Every incoming student will engage in a standardized intake process that could happen either in-person or remotely. This process will determine the level of advising intervention the student needs initially.

   Strategies adopted and implemented across campus will be more intensive for students with more barriers, and each student will experience more or less intensive advising as needed throughout their time at Evergreen.

   Every student will be provided with a proactive network of support to help them gain agency and self- determination in their academic path.

   This mentoring team of faculty and staff, along with enhanced academic advising and coordinated co-curricular opportunities, will give every student a space where they can build and develop a sense of belonging and competence on campus.

When a student experiences barriers, the team will collaborate with the student on strategies for addressing them.

Every student will be provided with equitable access to tools, technologies, resources, social networks, high impact practices, and opportunities to allow them to be successful on their academic path and launch into life after college.

5. Would career counseling be included throughout the model?

   Career counseling will be an integral part of the model. Each student will have equitable access to the social connections, opportunities, and high-impact practices that will allow them to be successful after college. In addition, the advising model will encourage students to envision and articulate the connections between their work at Evergreen and their plans for graduate study and careers.

6. What data elements would be collected and tracked for each student? Describe the necessary data elements.

   A major component of our plan includes the investment in improved technologies in order to encourage smooth, consistent, and timely transitions of information and students between services. Therefore, we would track each interaction between advisors and student, and might include such information as the subjects discussed, the challenges experienced by the student, and solutions/next steps proposed after discussion with advisor.

7. Illustrative chart showing the support structure of the program, including the roles of faculty, staff and students (if applicable)

   N/A?

8. Physical location(s) of support services; describe any locations off main campus

   The central hub for these support services would be the IESS suite of offices in Library 2153. We would also provide a robust system for remote advising, designed to serve students with full-time jobs, and students working away from the Olympia campus.

9. , both academic and support services provided, that will be required to track in order to successfully implement the support program for students. **(Please clarify)**

V. Program Demand /Reputational Impact/Comparability with Programs at Competitor Institutions

1. Provide a summary of the available data that document student success using this support program approach; provide a detailed explanation of other reasons or circumstances indicating demand.
   - **Initial data provided by Institutional Research, which we plan to delve into deeper as we continue the planning process**
     - **Retention & Graduation: https://www.evergreen.edu/institutionalresearch/retentiongraduation**

This page has retention information about registration. It's often broken up by race/ethnicity, program, poverty level, and other variables.

- o **Surveys of Students: https://www.evergreen.edu/institutionalresearch/studentsurveys**

  There are two main surveys that I think would be helpful. The first survey is The Student Experience survey (SES) which has questions about student confidence, academic workload, satisfaction, use of resources/services and faculty mentoring. The second survey is the National Survey of Student Engagement (NSSE) which has questions about the quality of interactions with staff, faculty, and advisors, Student Faculty Interactions, and Supportive Environment.

- o **The surveys are less likely to be disaggregated on these main pages, but you can find some disaggregation on this page: https://www.evergreen.edu/institutionalresearch/disaggregation-results-demographic-subgroup.**

2. Assess the likely impact of the proposed program on the college's reputation.

   Many students who need advising don't access our services, and many report not experiencing mentorship that would promote their career and graduate school goals. This plan would enhance the college's reputation among prospective and current students through higher retention and graduation rates. In addition, this plan would enhance our regional and national reputation as a public institution that can provide excellent individualized, equity-minded student support for our diverse students.

3. Comment on the comparability of the new support program with other programs:
   a. Are there similar support programs offered at other WA institutions? If yes, where?
   - **Student Outreach Services at Western Washington University describes a holistic model on its website, but it isn't apparent that they actually practice a team-based approach such as the one we're proposing** https://wp.wwu.edu/sos/
   - **Neither SPSCC nor SMU seem to provide any formal program similar to what we are proposing**
   - **Checking with Julia Metzker re: institutions with similar models in place**

   b. Are there similar support programs offered at other private WA institutions? If yes, where?
   - **We were largely inspired by the intensive advising model offered by Evergreen's TRiO Student Success, which in addition to a systematized intake and a suite of basic services, offers additional support based on the needs of the individual student.**

VI. Provide a three-year implementation plan for the proposal.   This would include faculty and staff hiring, change of business process/student support plans, policy changes, system support, etc.   Which

elements, if any, do you think could be implemented as soon as Fall 2020? Which elements in the longer term, Fall 2021 or subsequent years?

- **Fall 2020: Charge TLC on Syllabus, Community Agreements, and Credit; revised policies to be implemented Fall 2021**
- **Fall 2020: Begin systematizing intake and advising training for ACA staff and advising mentorship for faculty (LTC), to be completed by Spring 2021**
- **Fall 2020: Explore funding sources for technology upgrade, to be in place by Fall 2021**
- **Fall 2021: Begin transcripts and e-portfolio review, to be implemented by Fall 2022**
- **Fall 2022: Begin hiring process for expanded Advising staff with caseloads, to be in place by Fall 2023**

VII. Institutional Resources

1. What are the resource implications for the new program? (Financial aid? Registration? Program costs? IR? Marketing? Faculty?)

   We will utilize a holistic, interdisciplinary approach to Advising, including student affairs, financial aid, registration, counseling/social work, and faculty/alumni mentoring, we will likely need to increase staff, particularly in Financial Aid, Registration, and Student Wellness to provide the networks of support we envision.

   The committee work that we propose will require input and possibly resources from various stakeholders. The work around syllabi, covenants, and credit policies and will involve particular work from the Academic Deans, and the work around transcripts and e-portfolios will also involve Registration and Records.

   We will need to provide training and professional development for staff and faculty competencies in best advising practices and creating a welcoming and inclusive culture of respect. We plan to work with the Learning & Teaching Commons to develop workshops designed to instruct faculty and staff in advising best practices, and to facilitate faculty/staff partnerships (as in Greener Foundations).

   The LTC can also help us to educate faculty and staff around cultural wealth/asset-based approaches to working with students, and promote equity-minded, social justice, strength-based, and cultural wealth models.

   We will continue to draw on Institutional Research data to assess our successes in closing equity gaps through this advising model.

   As this model is implemented and gains traction, we can collaborate with Marketing to use it as a recruitment tool.

2. What supporting structures at the college would need to be added or enhanced in order to provide support for this initiative? In particular, what student services structures are needed to support the new groups of students we hope to attract? What are the costs and feasibility of implanting these structures?

In addition to training faculty and staff across campus to participate in our new advising practices, we will need to look toward hiring 5 new Academic and Career Advisors in order to effectively advise all students. Ideally, internships and employer development roles would be revived and reimagined

We also plan to collaborate more with Alumni Relations to directly connect students with alumni mentors.

3. How would the new program impact the college's data systems?

   Our technology requests include a new system for tracking and retention of students, and communication across offices. We anticipate that these will interface with existing systems and may require additional technology support.

4. What new expenses are required for the program? What physical resources and instructional resources will be needed? (lab space, buildings, equipment, etc.)

   New expenses for the program are expected to include staff and faculty training, a technology platform that facilitates communication of case notes and academic information among staff and faculty advisors and other areas of campus, and the eventual hiring of additional Academic and Career Advisors. For details, see below.

5. If no new resources are required, provide rationale.

VIII. Fiscal Plan

1. Cost and Revenue Analysis. Estimate the program costs each year over the initial 3-5 year period.
   - **$300,000/year for Academic and Career Advisor salaries and benefits**
   - **$200,000/year and $60,000 one-time for technology systems to provide:**
     - **Improved persistence and retention.**
     - **Improved communication with students (e.g. appointments, referrals, orientation to Evergreen)**
     - **Improved communication among colleagues (intervention tracking, timely data collection and sharing)**
     - **Data driven interventions (e.g. wealth of data collected and easily accessible for use in refining intrusive advising practices)**
     - **Improved understanding of how to navigate Evergreen by both students and employees directly advising students**

2. What are the likely revenue sources available to support the program?

   - **Legislative funding in support of equity and diversity initiatives to serve our diverse students**
   - **Advancement funds earmarked for student success**
   - **Grants, possibly Title III, Mellon, and others.**

IX. Enrollment Impact

1. Provide student retention estimates by year for the next five years. **TBD**
2. For elements of the proposal that could be implemented by fall 2020, assess whether the positive impacts on enrollment/reputation make such quick implementation advisable.
   a. Undergraduate Curriculum

X. Equity and Inclusion.

   1. How does the design of the proposal impact equity and inclusion in the college's systems and structures?

   This plan calls up us to re-envision and interrogate institutional structures and practices that maintain and deepen educational inequities and to make values-informed, data-informed, and equity-minded changes with existing resources to ensure greater access to all students and promote sustainability of these changes.

XI. Program Evaluation Procedures

1. Identify the procedures that will be used to evaluate the support program design and delivery as they relate to the findings regarding student learning and retention. **TBD**

XII. Are there accreditation implications?

XIII. External Review and Response – if necessary.

   An external review of Academic and Career Advising the 2020-21 Academic Year would enhance our ability to offer effective trainings and make appropriate structural changes.

XIV. Final Program Approval

The _____ as described above is <u>approved</u> for implementation on the dates set forth below, last date entered being the effective date of this approval:

Signatures:

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Proposers

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David McAvity, Acting Provost and Vice President of Student & Academic Life   date