

# Getting Students on the Path: Intentionally Building an Onboarding System

SUNY Guided Pathways Institute #3

April 15, 2021

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@Phase2Advisory

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# Agenda

1. From activities to systems: Onboarding in context
2. An argument for intentionality
3. Onboarding as a curriculum
4. Intentional onboarding in practice
5. Concluding thoughts and Q&A

# Before we get started...

- Please use the chat! We will curate your questions, but I'll also check for reactions. So please add reactions, feedback, comments, ideas so we can begin to build community.
- We'll take some thinking and reflecting pauses.

No one knows everything, but together we know a lot.

*Adapted from Margaret Wheatley and The National Equity Project.*

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# From Activities to Systems

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# Guided Pathways College

Clear curricular paths

Help students get  
on a path

Keep students on  
a path

Ensure students are  
learning

slido

When you think of "onboarding," what do you think about?

 Start presenting to display the poll results on this slide.

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# A focus on onboarding is not new.

**Recruitment**

**Application**

**Registration**

**Orientation**

**First semester  
courses**



## Connection

From Interest in college enrollment to application

## Entry

Enrollment to completion of first college-level course

## Progress

Entry into program of study to 75% of requirement completion

## Completion

Complete program of study to credential with labor market value

Completion by Design's Loss-Momentum Framework

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# Guided Pathways College

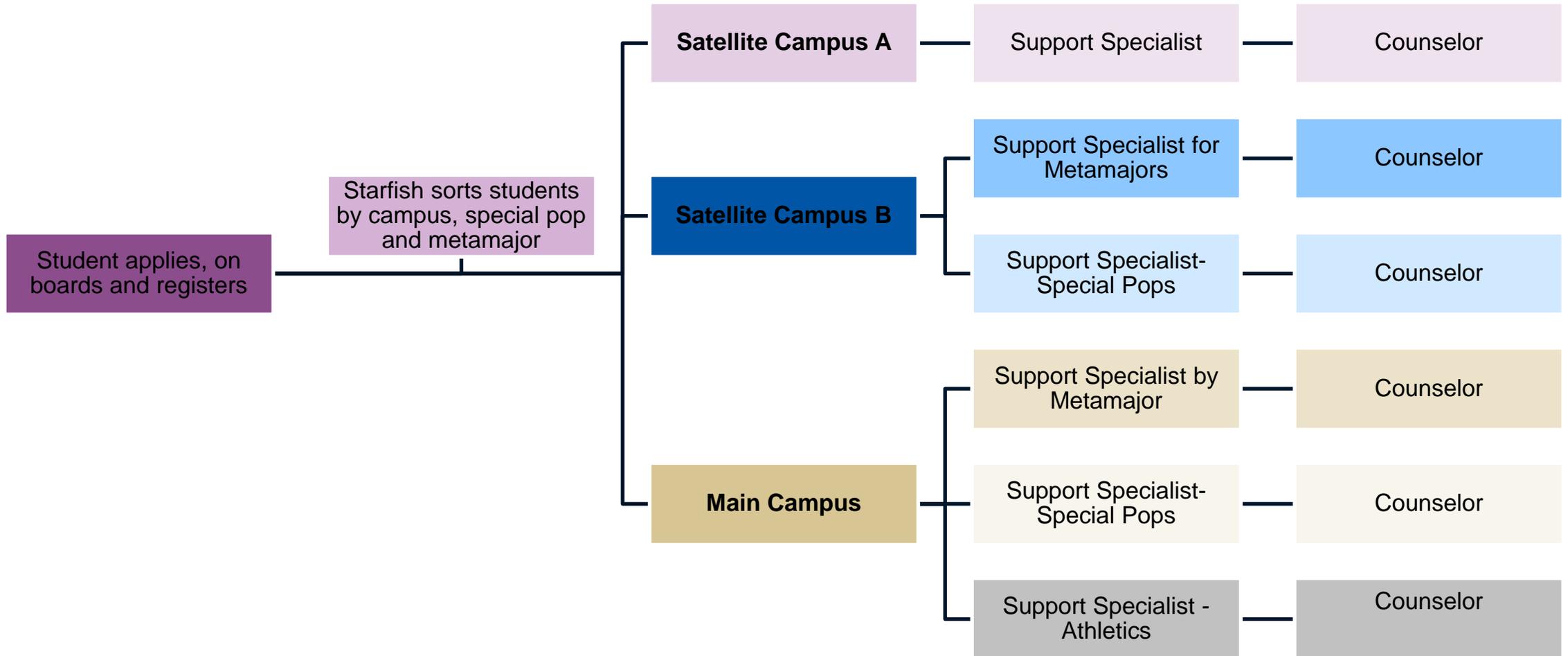
Clear curricular paths

Help students get  
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# Onboarding as “architecture” for Guided Pathways.



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# An Argument for Intentionality

# Let's reframe onboarding as a learning arc.

**College  
procedures**

**Orienting to  
college  
resources**

**Assessment  
and placement**

**Building a  
college-going  
identity**

**Education and  
career planning**

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# The Strategy: SSIPP

## Sustained

Ongoing support rather than an “inoculation” approach.

## Strategic

Differentiated services to maximize capacity.

## Integrated

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

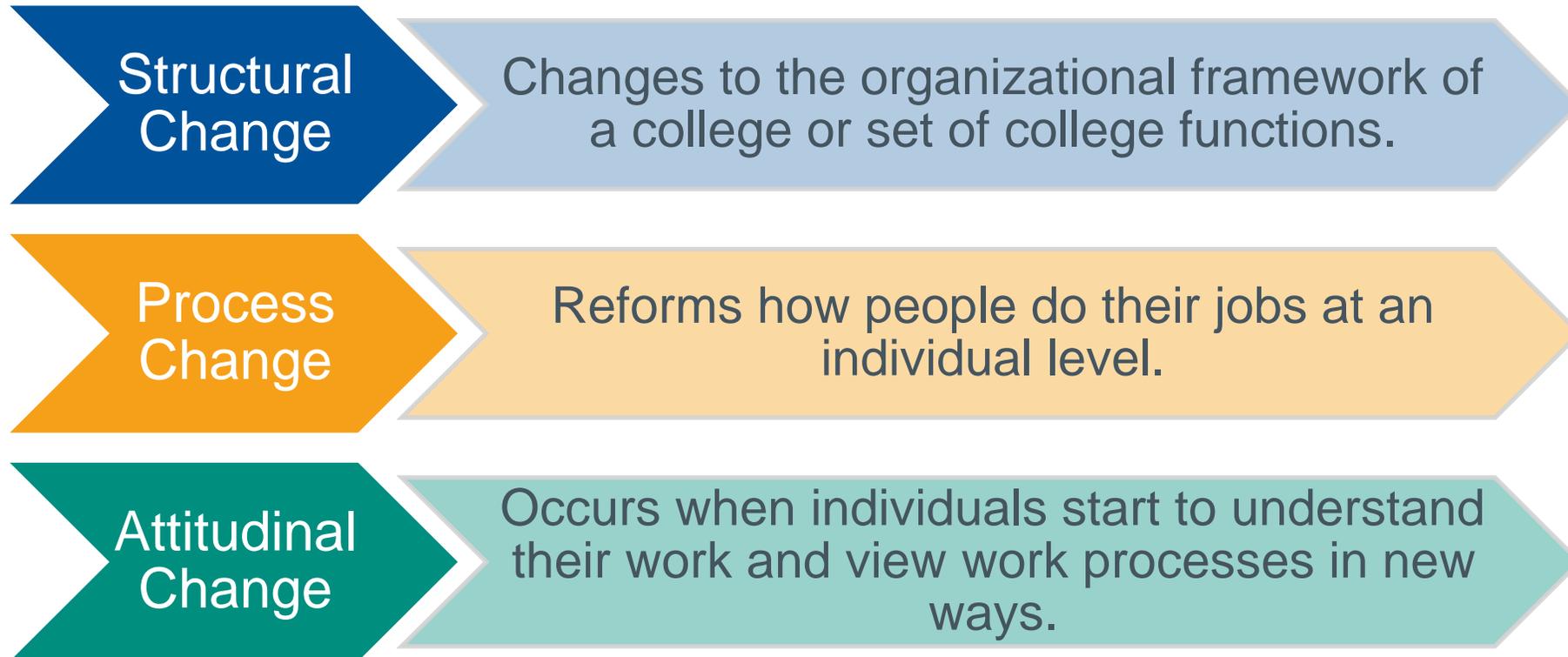
## Proactive

Services and information are provided to students before they’re requested.

## Personalized

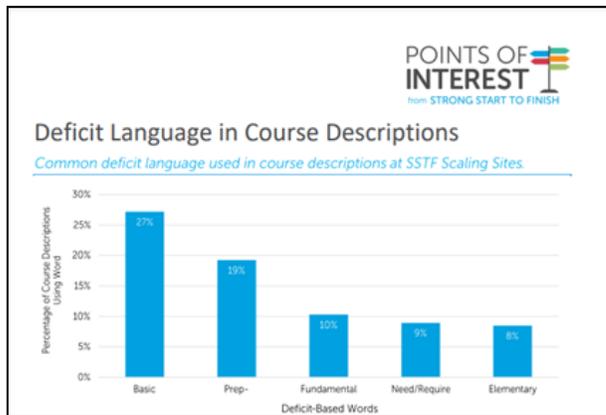
Students receive the support they need when they need it, from an individual who knows them well.

# CCRC's Transformative Change Framework



# Students make meaning in interaction with their environment.

- Experiences are contextual, subtle, and cumulative (Steele, 2010).
- Onboarding activities are often colored by implicit biases (Kosiewicz & Ngo, 2019; Maldonado, 2019; Park et al., 2018).
- Language matters (Burdman & Purnell, 2020; Student Ready Strategies, 2020).
- Faculty and staff mindsets influence their degree of engagement in relationship-building, validation, and welcoming engagement, all of which are practices shown to encourage student success for students of color (Wood & Harris III, 2020; Canning et al., 2019).



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# Reflect

- ❖ **To what extent does your current onboarding system connect to other pieces of the student life cycle?**
- ❖ **When you think about your onboarding work, to what extent do you focus on structures versus behaviors?**

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# Onboarding as Curriculum

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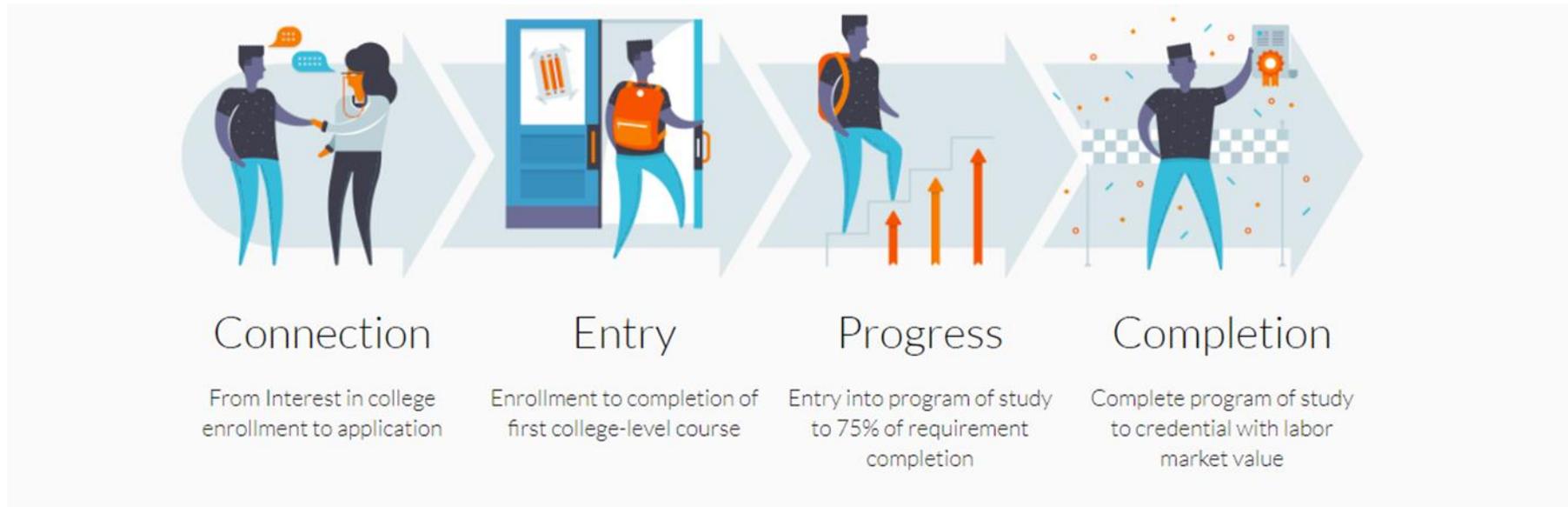
# Curriculum

A sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills.



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# What do students need to know by the time they are done onboarding to the college?

- Goals: What students are expected to learn
- Methods: How students will learn it
- Materials: The tools to support student learning
- Assessment: How we'll know they learned it

# Building an Onboarding Curriculum

How we will assess or measure learning?	Through what materials?	How will they learn it?	What students need to know
<ul style="list-style-type: none"><li>❖ Educational plans</li><li>❖ Student surveys</li><li>❖ Course grades</li></ul>	<ul style="list-style-type: none"><li>❖ Face-to-face</li><li>❖ Online</li><li>❖ Classes</li><li>❖ Meetings</li></ul>	<ul style="list-style-type: none"><li>❖ Orientation</li><li>❖ Advising</li><li>❖ First-year seminar</li><li>❖ Gateway courses</li><li>❖ Self-advising</li></ul>	<ul style="list-style-type: none"><li>❖ Academic</li><li>❖ Social</li><li>❖ Relational</li><li>❖ Institutional</li><li>❖ Personal</li></ul>



# Frameworks for Building a Curriculum

## The Spiral Curriculum (Bruner)

Curriculum design in which key concepts are presented repeatedly, with expanding complexity over time.

## Categories of Student Support (Tait)

Student support typically takes one of three forms:

1. Systemic (navigating administrative tasks)
2. Affective (building students' confidence and self-efficacy)
3. Cognitive (facilitating learning)

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# Standardization versus Customization

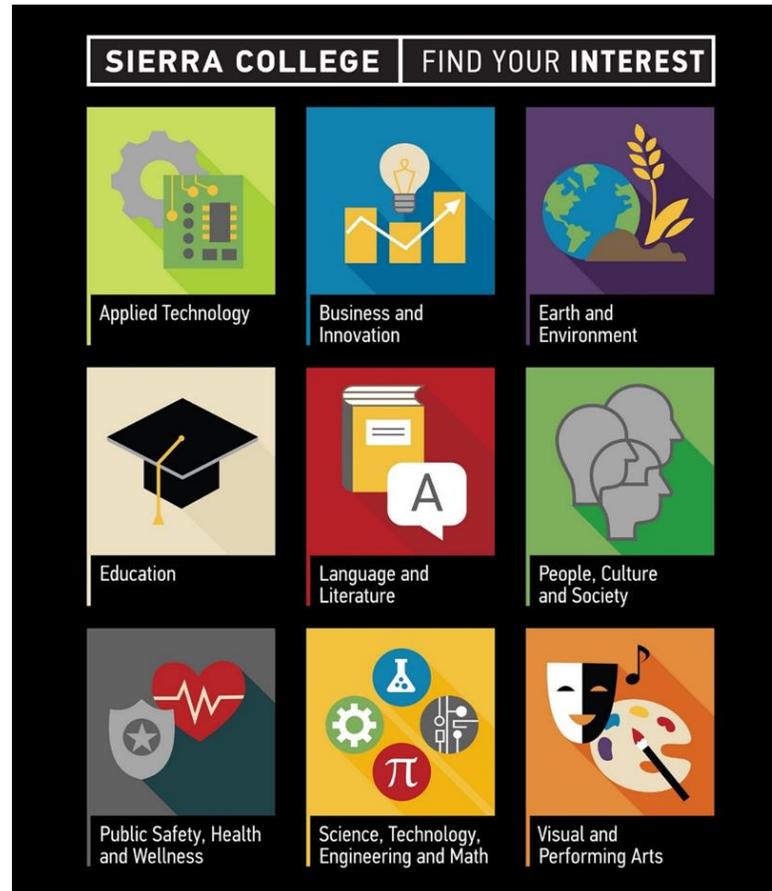
- How will you tailor your curriculum and activities to meet the needs and strengths of specific populations?
- How will you connect your overall structure to race- and identity-conscious programming?
- Who does your onboarding system make normative? Who does it problematize?

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# Intentional Onboarding in Practice

# Connecting Recruitment and Career Exploration

The meta-major “card sort”

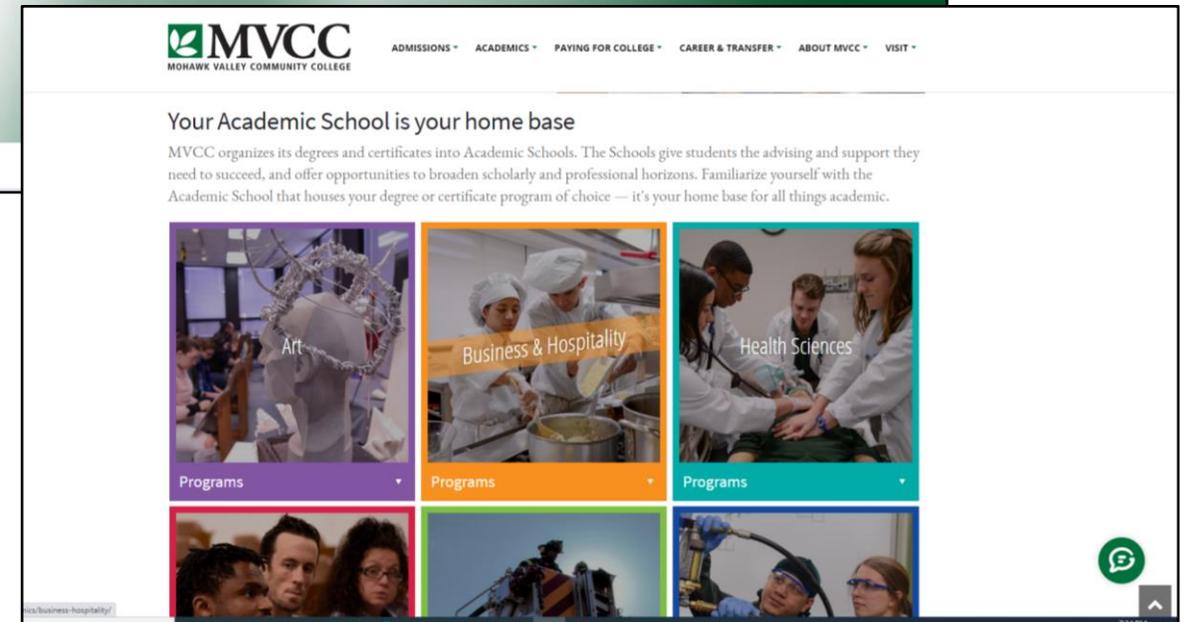
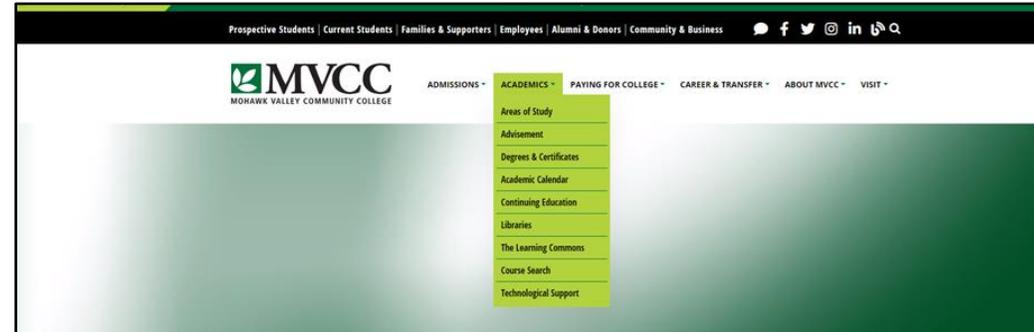


# Rethink Applications and Websites

Build on Choice Architecture and Metamajors

## Suggestions from Ideas42:

- ✓ Improve application skip logic
- ✓ Employ affirmative language
- ✓ Develop interactive questionnaires for major selection
- ✓ Incorporate nudging and behavioral messaging into the application and matriculation process



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# Rethinking Modality and Content

Leverage the  
LMS

Focus Student  
Success  
Courses

# Crafting a Spiral Curriculum

Connecting Enrollment, Orientation, First Year Experience, and Ongoing Support

## Get Connected (Orientation Sessions) Sign Up Now!

Will you be a new ARC student? Get Connected is the perfect orientation experience for you!

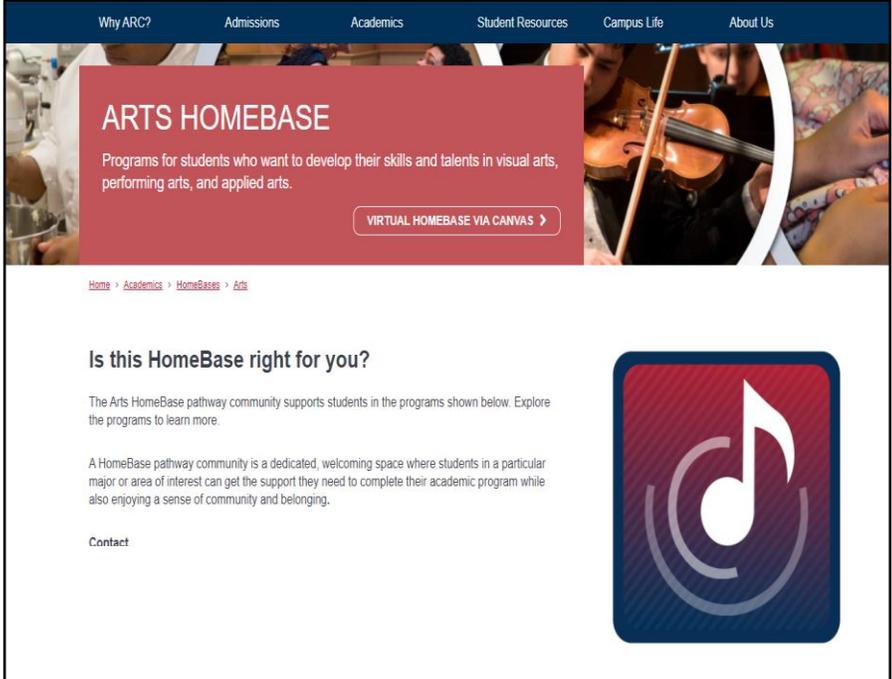
Get Connected orientation sessions to provide essential tools for new ARC students to start right and start strong. You will meet with an Achieve Counselor, Success Coaches, and Peer Mentor to identify your required courses and learn how to search for/enroll in classes. You'll also learn about the many campus resources and services, including financial aid! This is your chance to get your questions answered before enrolling in your first semester.

[PLEASE REGISTER HERE:](#)

Our program is designed specifically for **first time in college students**. If you have never attended college before, our program is just for you. There is **no application** or other criteria to meet but there are a **ton of benefits**:

1. You are assigned to a Homebase Success Team based on your major/ [area of interest](#). Your team includes Achieve Counselors, a Success Coach, and Peer Mentors all dedicated to helping you transition successfully into college.
2. Your Success Team has a direct connection to Financial Aid and we can help you get things sorted out.
3. You'll be connected to academic and campus resources so you don't feel alone.
4. Achieve hosts fun events throughout the year, even virtual events.
5. You'll be connected with other students just like you!

Your Success Team is excited to meet you! Be sure to sign up for a Get Connected session to get started. We'll be reaching out to you periodically to check in and make sure you have everything you need to be successful during this time. Please keep an eye on your email.



Why ARC? Admissions Academics Student Resources Campus Life About Us

## ARTS HOMEBASE

Programs for students who want to develop their skills and talents in visual arts, performing arts, and applied arts.

[VIRTUAL HOMEBASE VIA CANVAS](#)

[Home](#) > [Academics](#) > [HomeBases](#) > [Arts](#)

### Is this HomeBase right for you?

The Arts HomeBase pathway community supports students in the programs shown below. Explore the programs to learn more.

A HomeBase pathway community is a dedicated, welcoming space where students in a particular major or area of interest can get the support they need to complete their academic program while also enjoying a sense of community and belonging.

Contact

## In conclusion...

- Onboarding is the foundation of student learning and other Guided Pathways structures.
  - Intentional design and sustained support
- Think across activities and in terms of learning outcomes
  - What is your curriculum?
- Keep your focus on the students—what they need, how they experience your processes, and how they flow from activity to activity, and interaction to interaction.

**slido**

What is one take-away for you?

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# Comments and questions

For more information and support,  
please reach out!

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