



Strategies for Implementing Holistic Student Supports

January 17, 2019

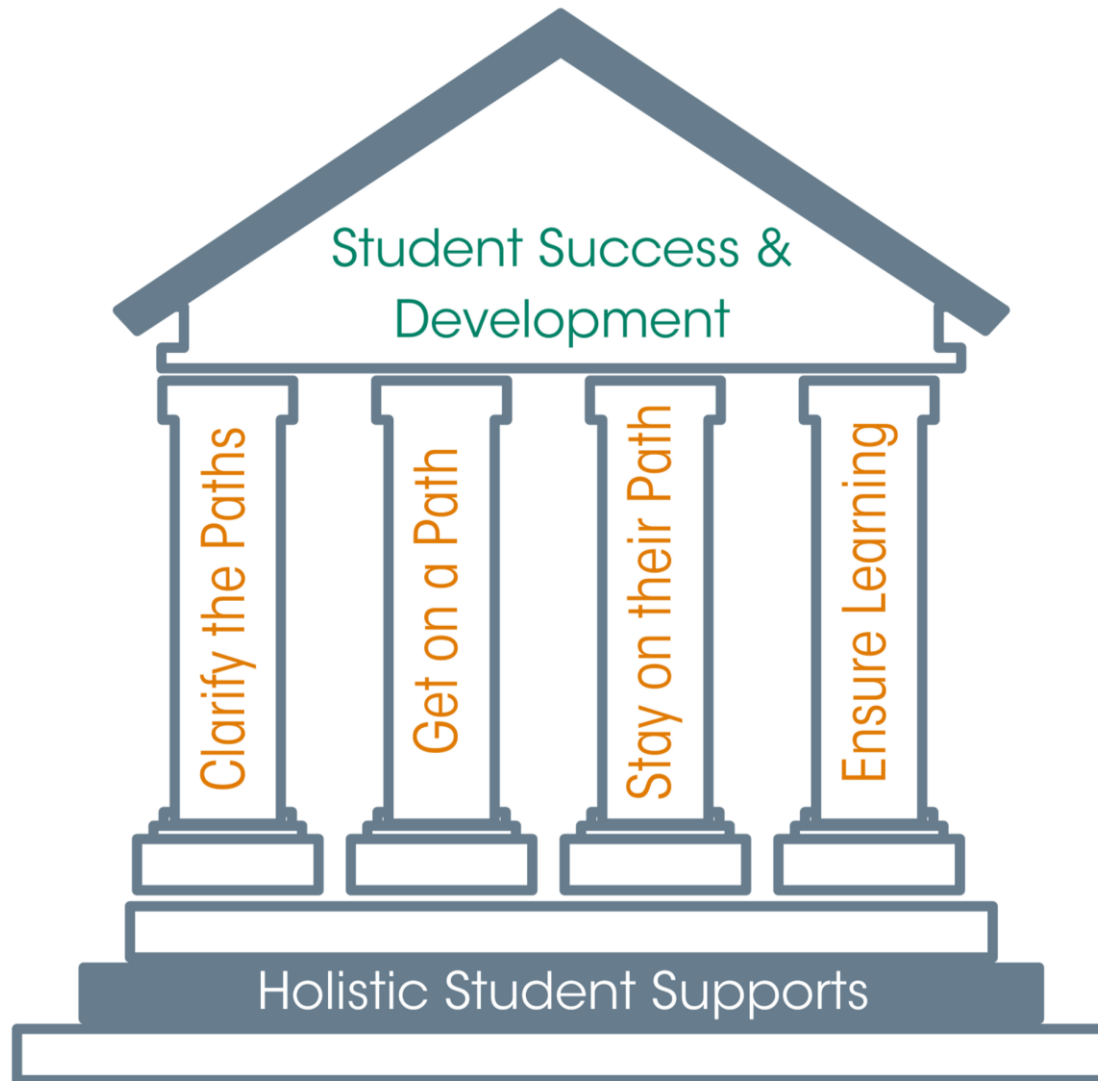
SUNY Guided Pathways Institute

@AchieveTheDream #HolisticStudentSupports



Achieving
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ALIGNMENT WITH GUIDED PATHWAYS



DESIGNING FOR EQUITY

*Equity is grounded in the principle of fairness. In higher education, equity refers to **ensuring that each student receives what they need to be successful through the intentional design of the college experience.***

- Types of services offered
- Design of service experience and delivery
- Decision-making and resource allocation considers equity

STRATEGIC QUESTIONS FOR EQUITY

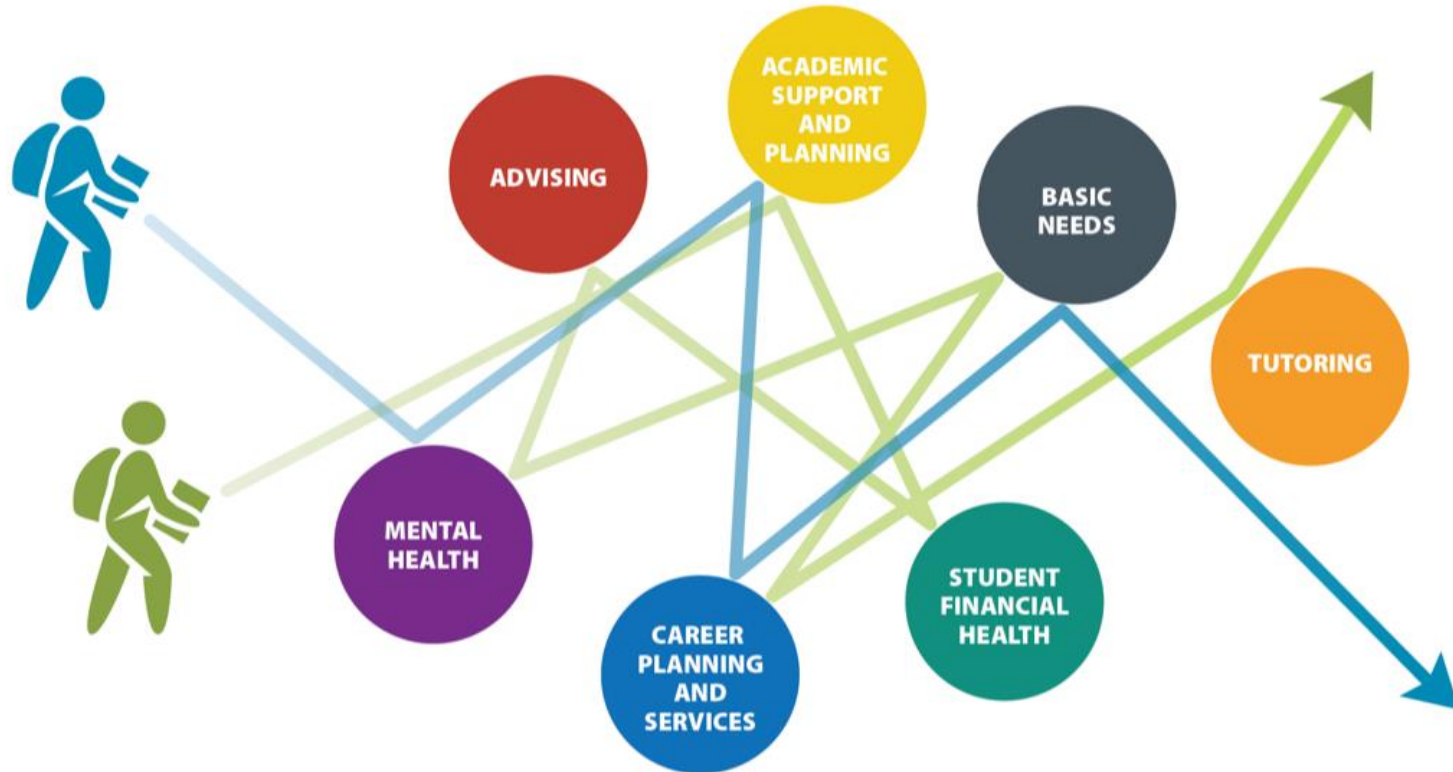
- Who among our students benefits the most from the current design of the issue being addressed? Who benefits least or is adversely affected?
 - Who gains most from the options we are considering? Who stands to lose, if anyone?
 - What needs are not being addressed by the current supports model? Who has these needs disproportionately?
- Are there subsets of the community that deserve special attention or greater resources when viewed through the equity lens (i.e. taking into account current and historical systems of oppression)?
- How does this impact our ability to achieve our definition of equity and our redesign goals?
- What is the source of any inequitable impact identified?
- What steps need to be taken or what needs to change to address this source of inequity?

“A holistic student supports approach is the intentional planning and integration of mission critical student academic and personal supports. Providing holistic student supports requires that institutions become student-ready by integrating and enhancing myriad support services into a seamless, timely, and personal experience for every student.”

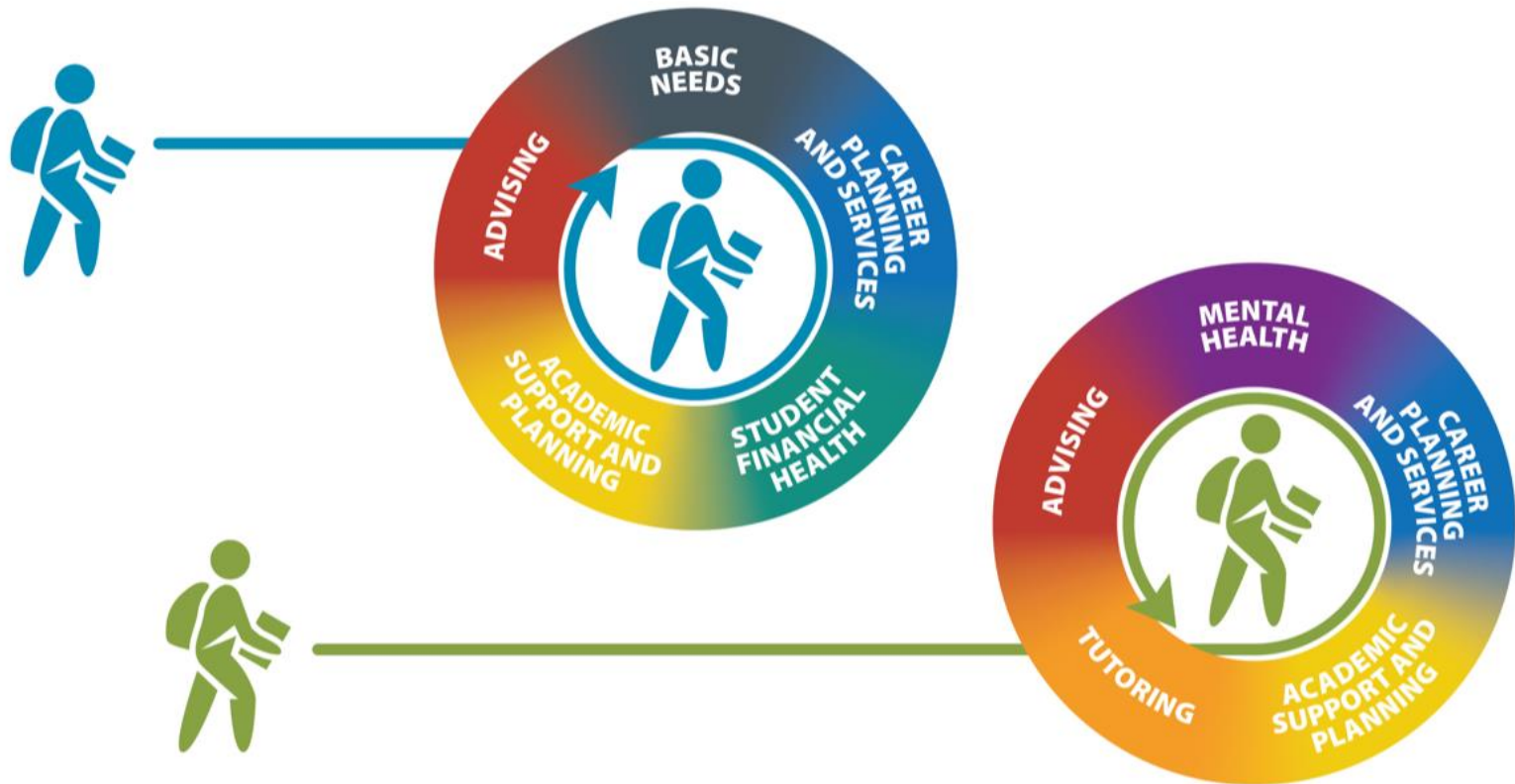


This is different from simply offering a multitude of disparate services for designated populations of students.

THE TYPICAL STUDENT EXPERIENCE



SHAPING THE STUDENT EXPERIENCE



REDESIGNING TO PRODUCE AN EXPERIENCE IN WHICH ALL STUDENTS....

- Are supported in achieving their personal career and academic goals through intentional and early development of academic, career, *and* financial plans.
- Only have to tell their “story” once and are not running from office to office to get the answers or support they need.
- Are proactively connected with effective supports targeted to their individual needs so they enter the classroom in the best condition to learn.
- Feel confident that faculty, staff, and administrators are invested in their success.

DESIGN PRINCIPLES (SSIPP)

[HTTP://CCRC.TC.COLUMBIA.EDU/PUBLICATIONS/WHAT-WE-KNOW-STUDENT-SUPPORTS.HTML](http://ccrc.tc.columbia.edu/publications/what-we-know-student-supports.html)

Sustained

Students receive support throughout their educational journey

Assigned advisors; long-term coaches, milestones

Strategic

Targeted engagement and intervention

Use of analytics to curate outreach; use of group advising and technology for less-nuanced tasks; intake triage

Integrated

Supports feel seamless to students

Shared case notes or student profiles; connections between offices

Proactive

Students are “caught” before they reach a crisis point

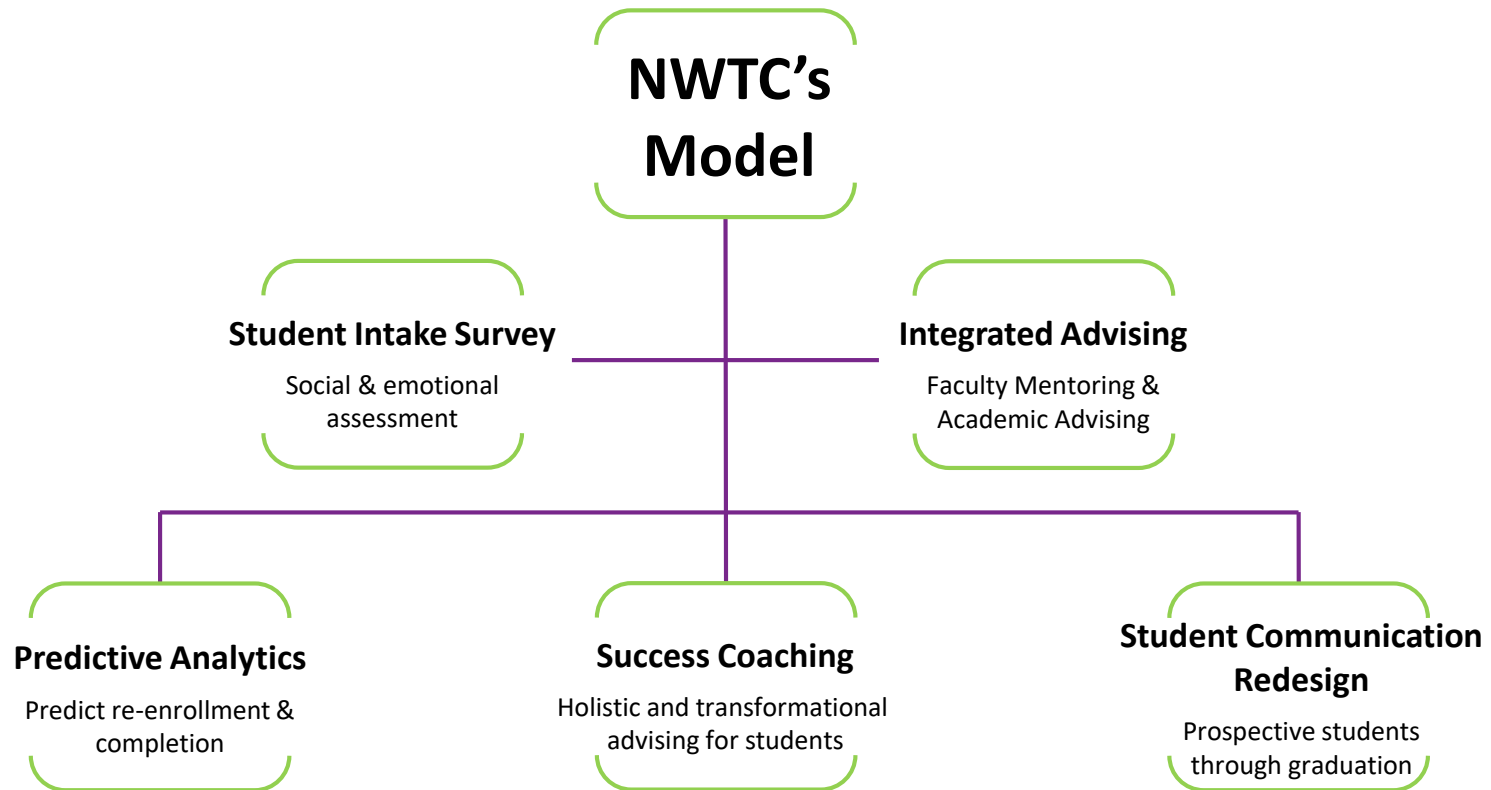
Early alert processes; advisors empowered to reach out to students, intake protocols

Personalized

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

Assigned or embedded advisors; coaches; faculty mentors; shared case notes

COLLEGE EXAMPLE



STUDENT EXAMPLE: FERNANDO RAMIREZ

Program: Associate's Degree in Automotive Technology	First generation student
Single father to a 3 year old daughter	Low-income, working part-time
Goal: Stable, well-paid employment that enables him to provide for his daughter's college education	

Challenge

"Making sure the bills are paid is always on my mind. I have to work. I need a regular income. Coming to school is great and all, but I HAVE TO be there for my daughter. Her wellbeing is the top priority".



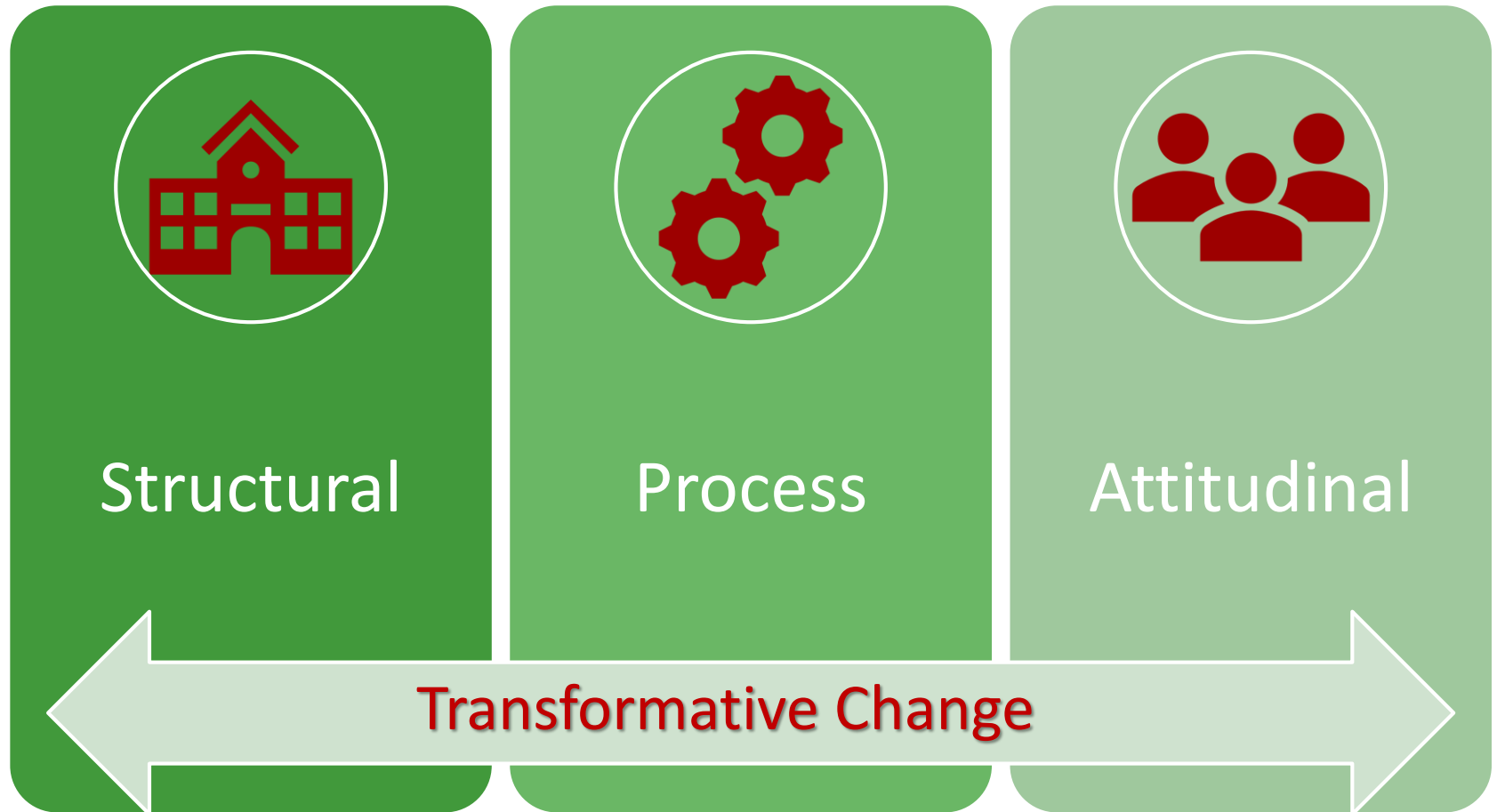
Holistic Support Experience

- Fernando is greeted via email before class starts by his assigned advisor, Clara, and together they schedule his first advising appointment.
- In response to an intake survey Fernando completed when he applied, Clara is aware Fernando is a single father working part-time so she prepares to discuss on-campus childcare options as well as when would be best for him to take classes based on his work schedule.
- During his second term, Fernando's hours are cut and he mentions to his professor that he might need to drop out until he gets more hours. The professor enters the information into an early alert system and Clara reaches out to Fernando to discuss alternative options, such as an on-campus job.

COMPONENTS OF THE IDEAL STUDENT EXPERIENCE AT YOUR INSTITUTION

On your worksheet, individually reflect on the components of the ideal holistic student support experience you want for your students.

- How will you ensure SSIPP throughout their experience?
- What would it look like in practice?



Learn more about how colleges use this approach to transform student support at:
<http://ccrc.tc.columbia.edu/publications/how-colleges-use-ipass-transform-student-support.html>

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Structural Change



Lays the framework for new behaviors, thereby encouraging improved student experiences throughout the institution.

Examples:

- Implementation of new a new student success software
- Creation of new positions or realignment of existing positions and responsibilities
- Development of a “one stop” to address student needs

Source: <http://ccrc.tc.columbia.edu/publications/how-colleges-use-ipass-transform-student-support.html>

Process Change



Reforms how people do their jobs at an individual level.

Examples:

- Assigning all students an advisor upon acceptance
- Making orientation mandatory
- Ensuring all students have an academic, financial and career plan

Source: <http://ccrc.tc.columbia.edu/publications/how-colleges-use-ipass-transform-student-support.html>

Attitudinal Change



Occurs when individuals start to understand their work and view work processes in new ways.

Examples:

- Understanding that helping students is everyone's responsibility
- Having an attitude that there is “no wrong door” at your institution

Source: <http://ccrc.tc.columbia.edu/publications/how-colleges-use-ipass-transform-student-support.html>

COLLEGE EXAMPLE

- Program Maps
- Career & Transfer Focus
- Core Coursework Alignment

- First-Year Experience
- Educational Plans
- Intake Redesign
- Developmental Education
- Integrated Student Support

Clarify the
Paths

Help
Students
Get on a
Path

Ensure
Students
are
Learning

Help
Students
Stay on
Their
Path

- Assessment & Program Learning Outcomes
- Applied Learning Experience
- Faculty-Led Improvement of Teaching Practices

- Proactive, case-load advising model
- Systems for Students to Track Progress
- Systems to Identify & Respond to Evolving Needs

EXAMPLE

Structural Change

- Single-sign for all student success technologies.
- Reallocated funding to allow new staffing lines and more support for student services.
- Embed advisors in pathways
- Multiple trainings in multiple modalities

Process Change

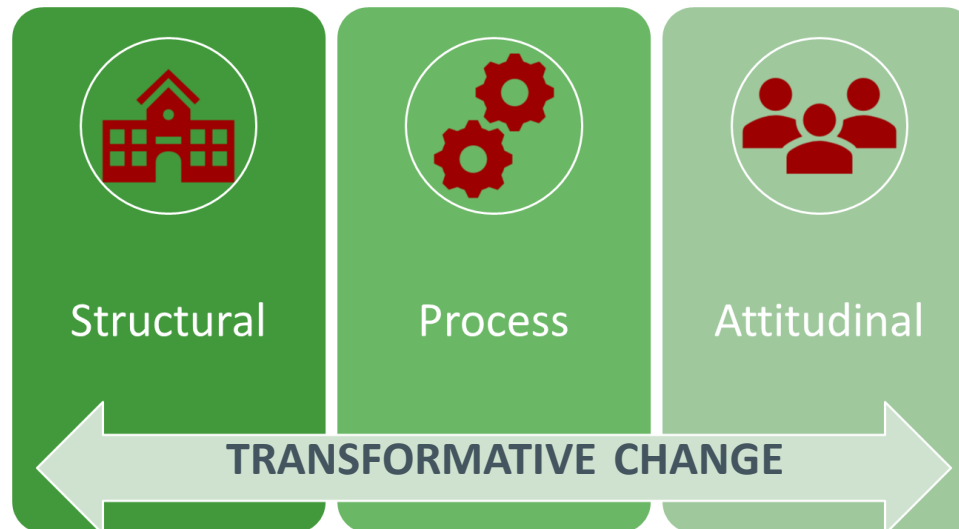
- Policy reforms, such as mandatory advisor meetings at enrollment and prior to any course withdrawal, and assigning advisors to programs.
- Advisors focus on specific academic programs and have access to case notes, they are able to provide program-focused advising rather than general support.

Attitudinal Change

- Shifted its focus on technology-led reform to people-process redesign.
- Shifted from viewing advising reform as a discrete initiative to understanding that it was one element of a larger goal—helping all students succeed.
- Leaders centered the student experience when communicating about student services redesign

CREATING TRANSFORMATIVE CHANGE

Choose one of the discovery inventory sections you completed as part of your pre-work. Identify the strengths of your current design and the structural, process, and attitudinal changes needed to reach your ideal.



INSTITUTIONAL PRACTICES



Establishing shared
responsibility



Building meaningful
relationships



Monitoring student
progress and needs



Leveraging targeted data and
technology across the institution



Reimagining policies and practices

INSTITUTIONAL PRACTICES

Establishing shared responsibility

- New college strategic plan with focus on student success outlining shared responsibilities from all members of the college community to Board of Trustees

Building meaningful relationships

- Changing college culture through enhancements of shared responsibility
- Establishing case load-based, single point of contact advising throughout college experience

Monitoring student progress

- Implemented technology system to monitor student progress along academic path
- Implemented key milestones/interventions

Reimagining policy and practice

- New positions and new job responsibilities
- Handoff protocols, developmental advising
- New policies (e.g. must meet with advisor before withdrawing)

Using targeted data and technology across the institution

- Review and modify policies and procedures to address student needs proactively and ensure targeted services
- Student outcomes data are continuously reported and reviewed including equity outcomes

STRATEGIES FOR SUCCESS

- A strong vision that is concise, clear, and acts as a roadmap for stakeholders is essential
- Know how YOUR students experience your institution from connection through completion before designing new structures or processes
- Bridge siloes to increase cross-college collaboration and communication flow between faculty and staff
- Utilize technology to its full capacity
- Get appropriate data access employees
- Build in a thorough and ongoing professional development/training plan

POTENTIAL BARRIERS TO BUY-IN

“I don’t understand what you are talking about” and/or “I don’t care what you are talking about”

“But that’s not in my job description...”

“I’m not allowed to” or “I don’t want to”

“You’re asking me to do more? I have too much to do already”

A FEW ADDITIONAL NOTES...

- It's about helping people work smarter, not harder
- Buy-in comes from understanding how the work will impact an individual's daily work and their students
- Importance of “knowing” students and designing an experience that serves all
- Adaptive leadership at the college level must be aligned leadership at the project level
- Tell people early and often your vision for how this will impact them and their students
- Alignment of student success initiatives in communications and execution help alleviate fatigue and resistance

Integrated Approach to Tackling Multiple Success Initiatives



Design and implement structured academic pathways.

Redesign and align college operations including systems, policies, processes, and business practices.

Deliberately tie the work of staff and faculty to the optimal student experience.

Reform our thinking to become a student-ready college.

Changing our behaviors so students behave and engage differently with us.

HOLISTIC STUDENT SUPPORTS RESOURCES

www.achievingthedream.org/hss

■ Toolkit

- What, Why, How of HSS
- Templates
- Tips
- College examples

■ Institutional Case Studies

Where to start...Chapter 2 & 4!

- *Setting a vision grounded in an understanding of student need*
- *Rigorous discovery process to get at the interconnection*

JOIN US IN LONG BEACH, CA FOR MORE HOLISTIC STUDENT SUPPORTS SESSIONS!



Two pre-conference options:

1. No Wrong Door: Designing a Holistic Student Supports Approach :
 - Orient your Colleagues to this work!
2. Building Partnerships For Supporting Students: Mapping Resources In Your Community

Plus, a thread of sessions throughout the DREAM program on:

- Addressing housing insecurity
- Equity-minded student-centered design process
- Advising as teaching within HSS
- And more...

Learn more and register at www.achievingthedream.org/DREAM2019



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THANK YOU!

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