



DESIGNING A HOLISTIC APPROACH TO SUPPORTING STUDENT PROGRESS ON THEIR PATHWAY

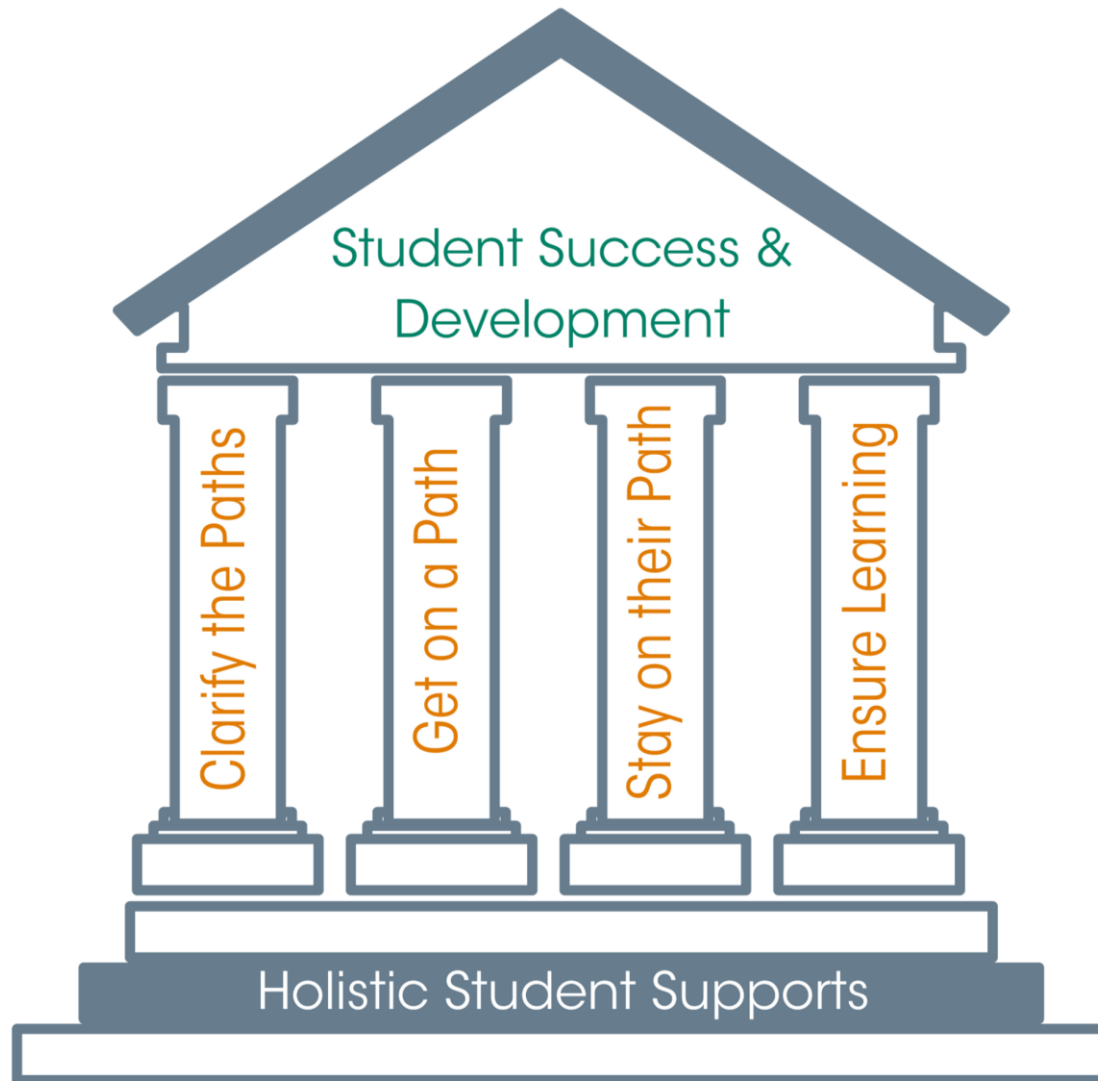
SUNY-WIDE KEYNOTE
JANUARY 16, 2019

@AchieveTheDream #HolisticStudentSupports



Achieving
the Dream™

GUIDED PATHWAYS PILLARS



EQUITY THROUGH GUIDED PATHWAYS

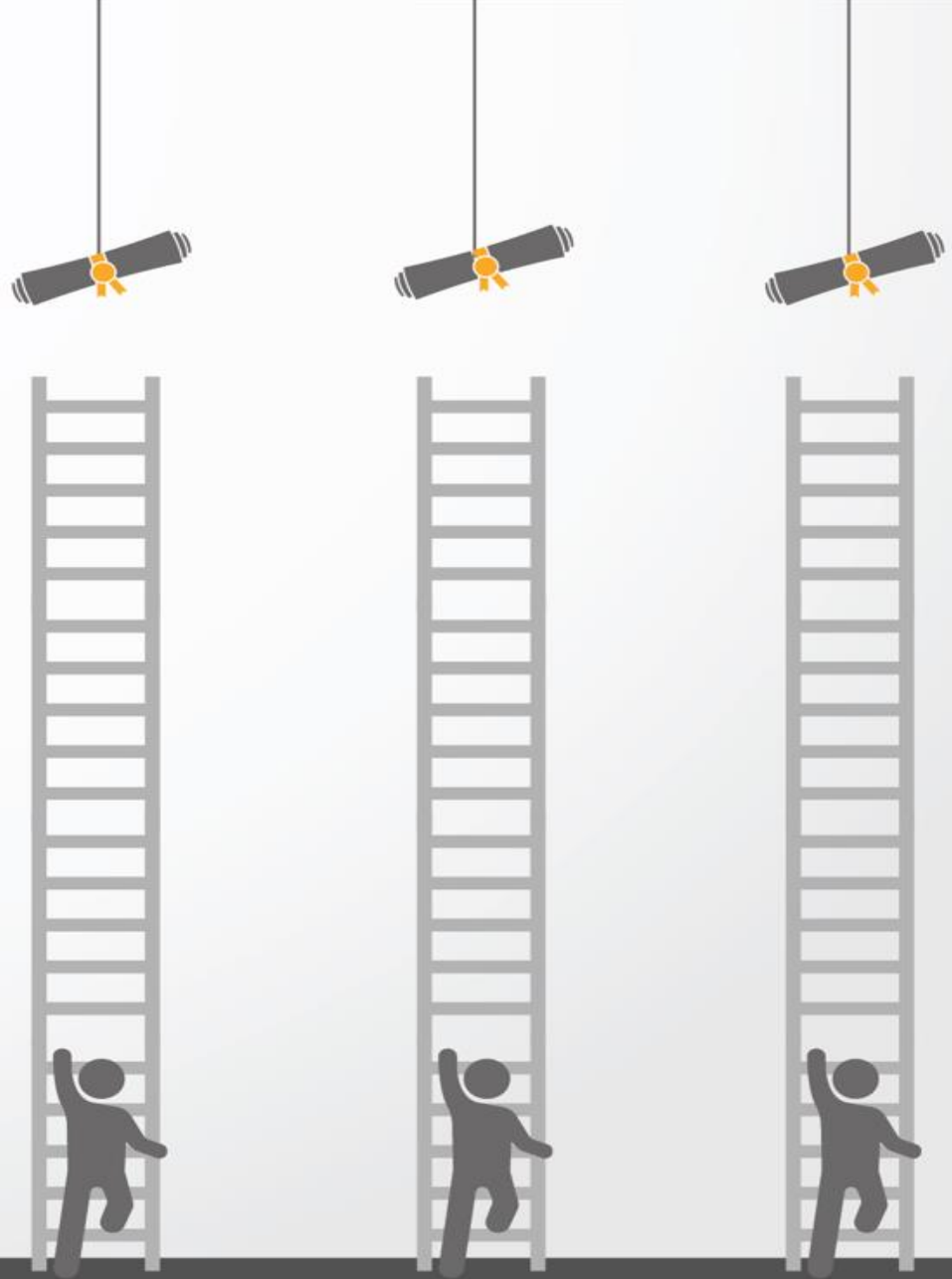
EQUALITY

imagines an
equal world.

*"I care about all
students equally"*



CENTER *for* URBAN
EDUCATION



But the world
ISN'T EQUAL.



Scholarships

**Educated
Parents**

SAT / ACT Tutors

Middle to Upper Class

**Honors Courses, AP Credit &
Highly Skilled Teachers**

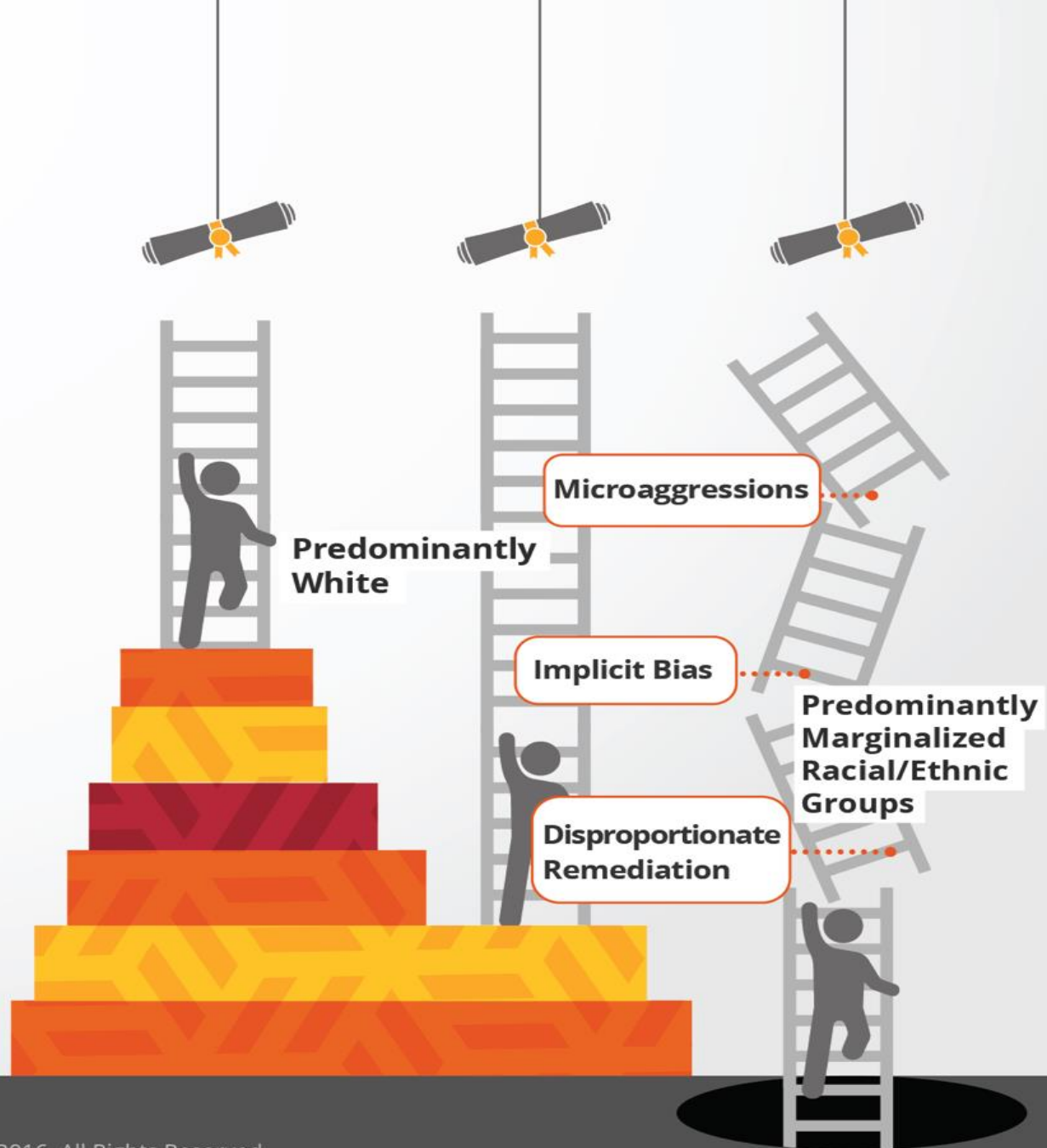
Active Social Networks and Social Capital

**Poorly Funded Schools
Less-Skilled Teachers
Counselor Ratios: 1:1000
Truncated Curriculum**



CENTER *for* URBAN
EDUCATION

And it has
**BIAS AND
SYSTEMIC
RACISM.**



CENTER *for* URBAN
EDUCATION

In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.



CENTER *for* URBAN
EDUCATION



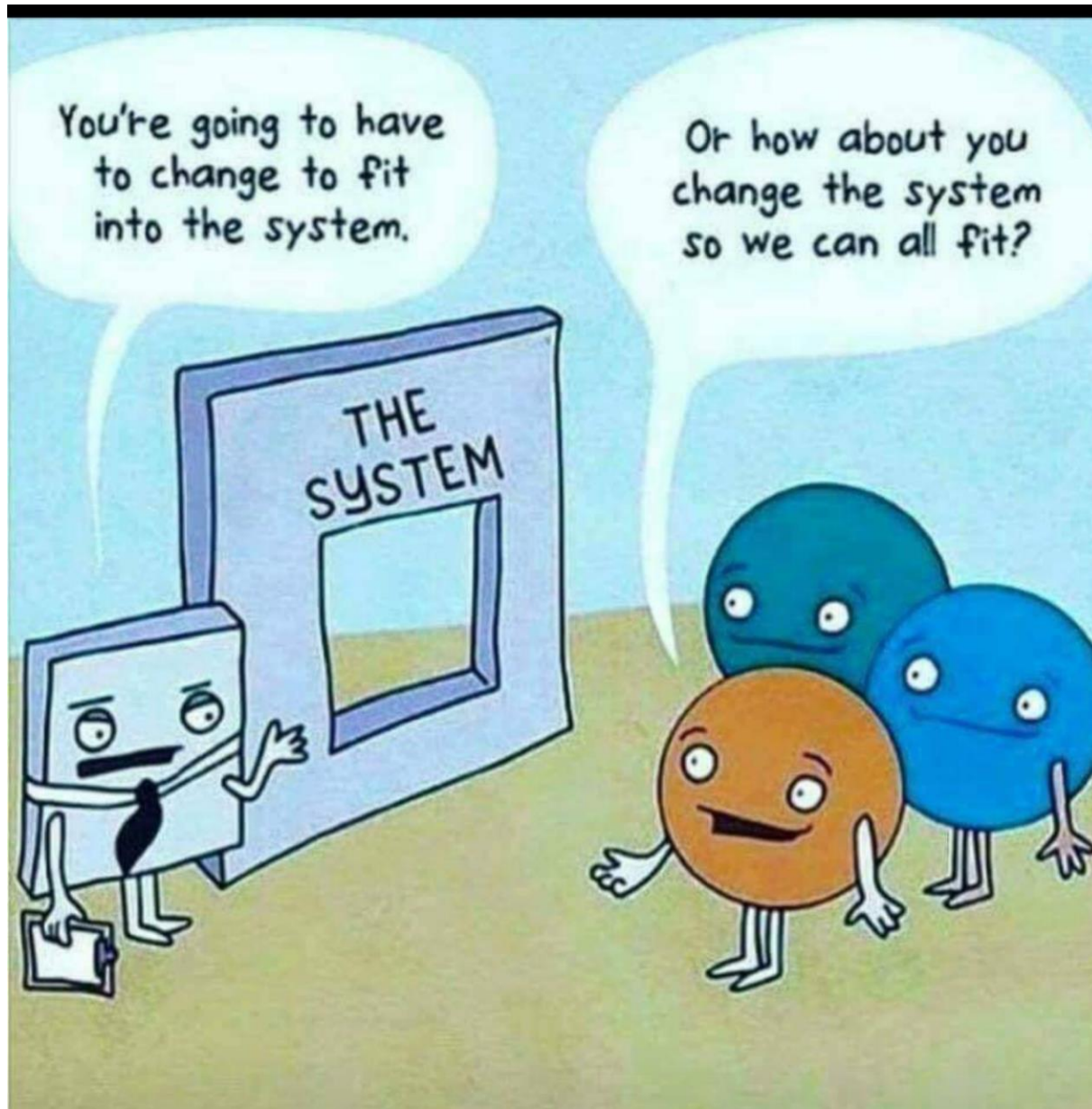
DESIGNING FOR EQUITY

*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?



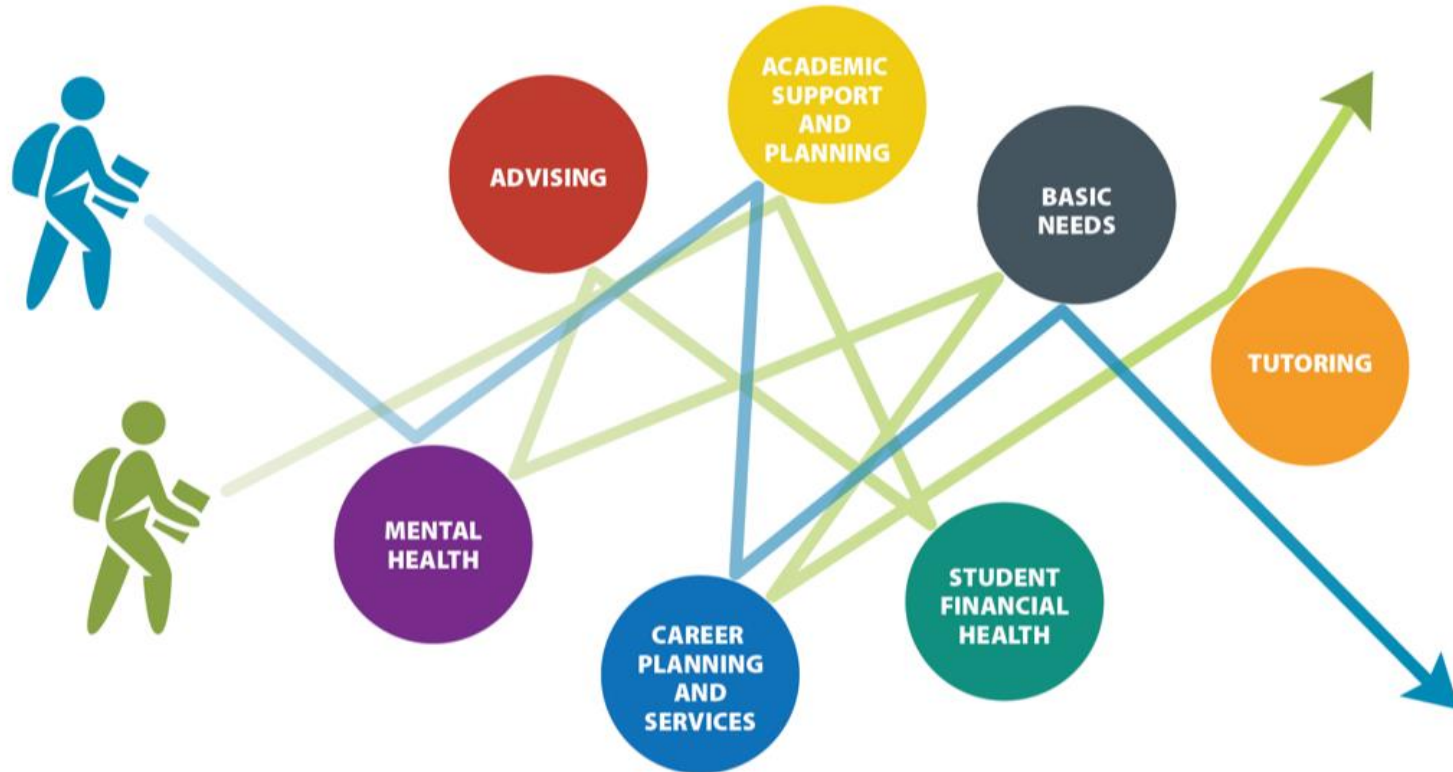
WHAT IS A HOLISTIC STUDENT SUPPORTS APPROACH?

“A holistic student supports approach is the intentional planning and **integration** of mission critical student **academic, financial, and social 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.”

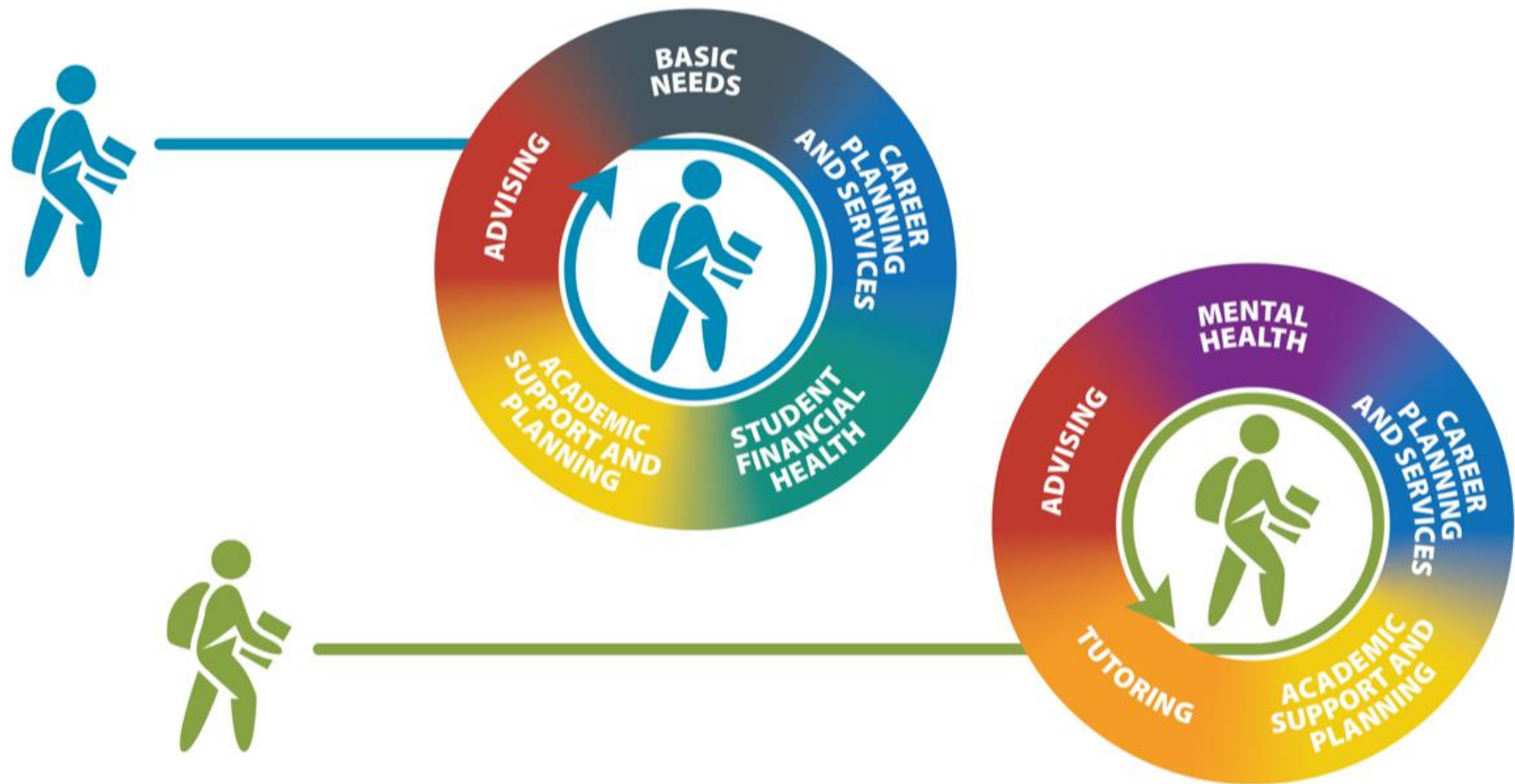


This is different from simply offering a multitude of disparate services for designated populations of students.

THE TYPICAL STUDENT EXPERIENCE



A HOLISTIC 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



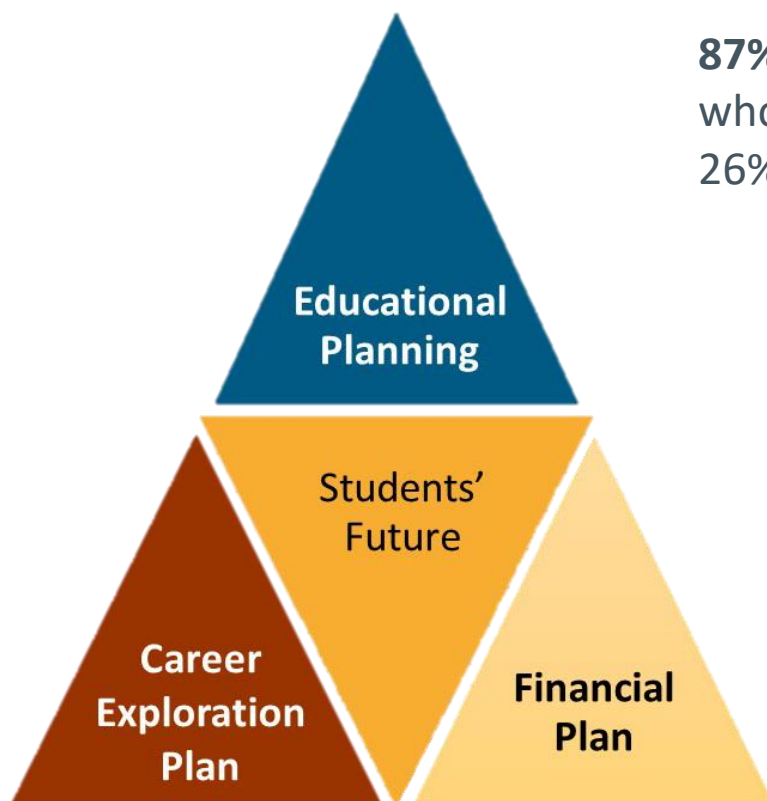
COLLEGE EXAMPLE

“Every degree-seeking student will create a career, financial, and educational plan.”

87% of the Fall ‘16 cohort

who persisted completed *MyCareerPlan* vs. only 26% of non-persisters

1,000 non-iPASS students also completed the *MyCareerPlan*



Our advisor conversations became more...

- Enriched regarding educational planning
- Accurate to students' long-term goals
- Adaptable to meet individual student needs



COLLEGE EXAMPLE

Creation of the Student Hub

Creation of Navigator position

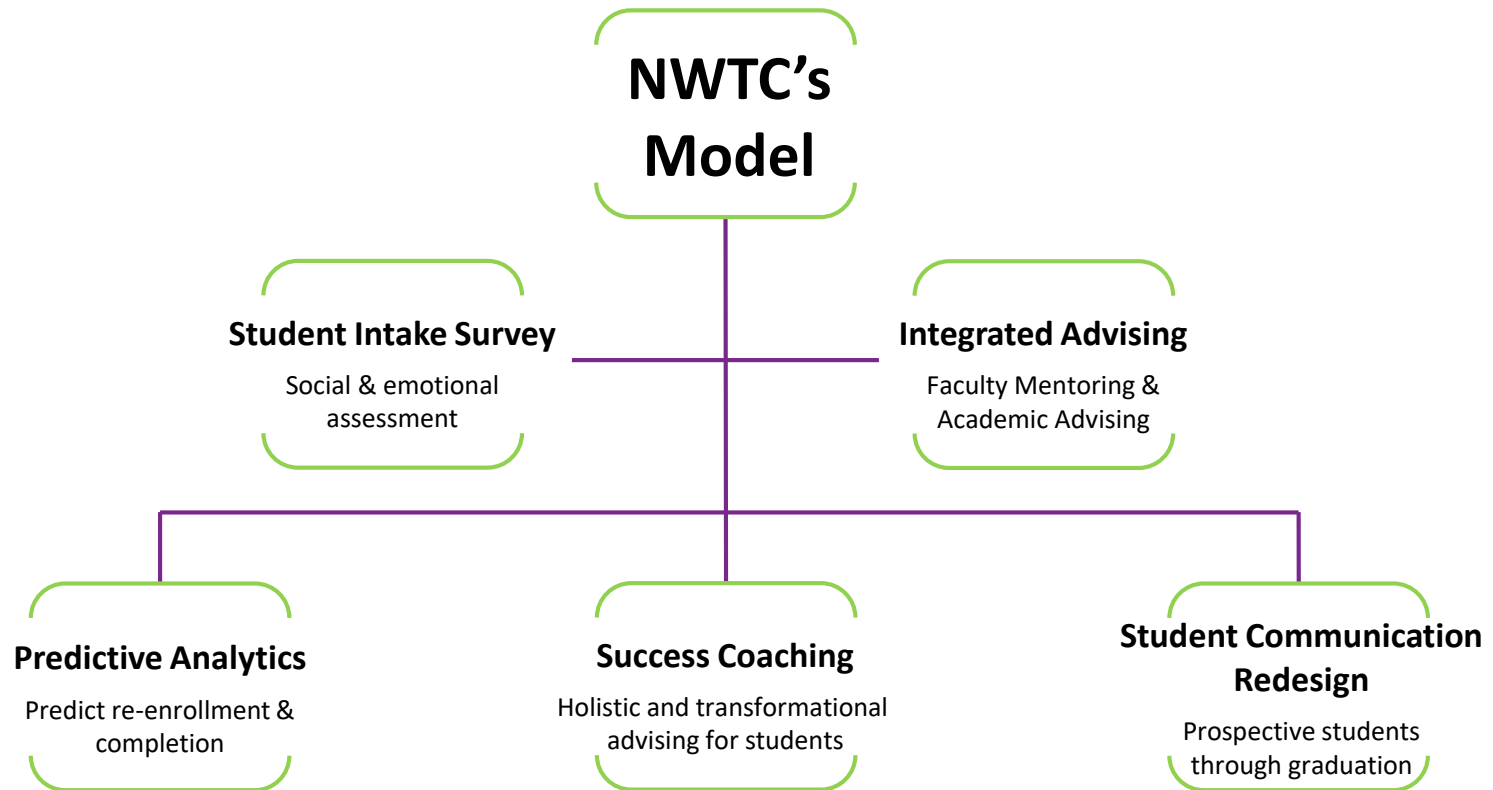
Elimination of traditional orientation

Implementation of Navigate

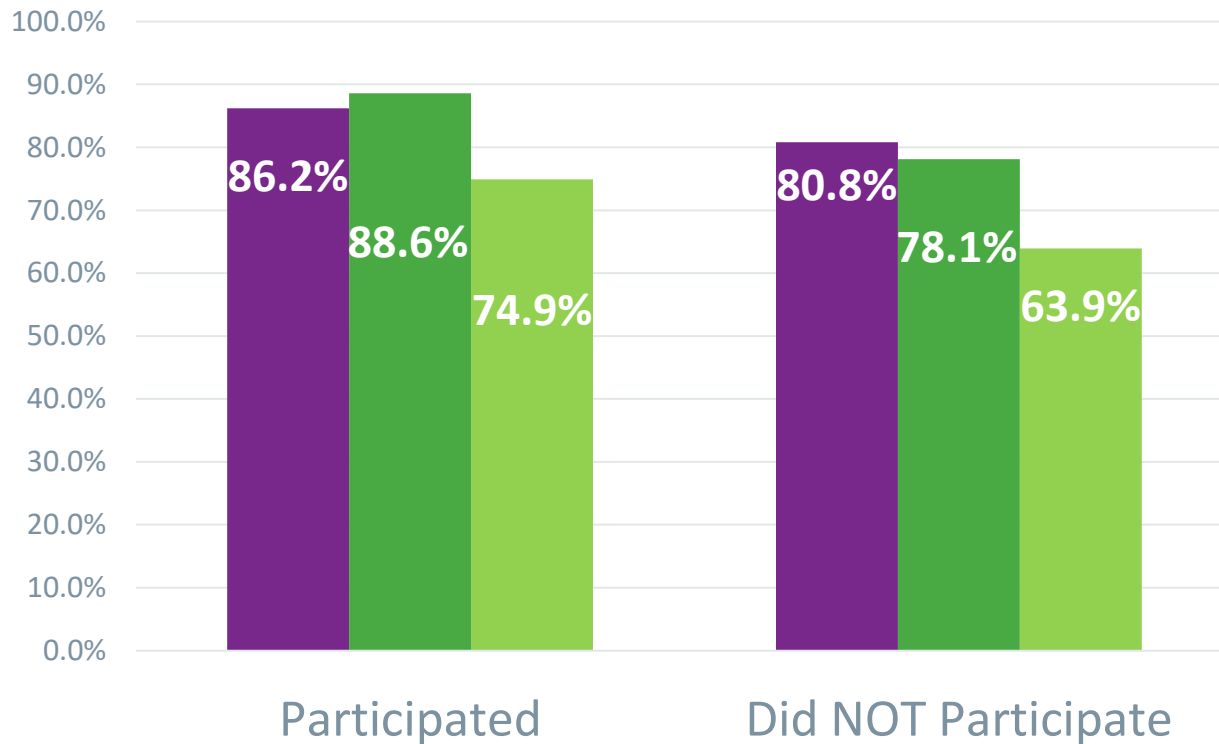
TTC will transform the student experience to include effective onboarding, career, and academic advising that contributes to each student achieving their personal, professional, and/or career goals.

- Student intake survey
- Academic planning
- Year round registration
- First Year Experience course
- Creation of transition protocols
- Reciprocal training between Navigators and Advisors
- Improved messaging
- Better communication

COLLEGE EXAMPLE



1ST – 2ND TERM PERSISTENCE



■ Intake Survey = 5.4% greater

■ Faculty Mentoring = 10.5% greater

■ Success Coaching = 11% greater

WHY IS HOLISTIC STUDENT SUPPORTS SO HARD TO OPERATIONALIZE?

CHALLENGE #1: AN ABUNDANCE OF DISCRETE "SOLUTIONS"

- Rush to "fix" student-facing services like advising without understanding the institutional systems, design and processes
- Attempt to mobilize faculty and staff around structures and processes without common understanding of definitions and jargon and without a guiding vision

OPPORTUNITY: SYSTEMS THINKING

“Systems thinkers shape a worldview based on the realization of interconnectedness”

(Pearl Zhu, Problem Solving Master: Frame Problems Systematically and Solve Problems Creatively)

“...vision without systems thinking ends up painting lovely pictures of the future with no deep understanding of the forces that must be mastered to move from here to there.”

(Peter Senge, The Fifth Discipline: The Art & Practice of the Learning Organization)

INSTITUTION REFLECTION QUESTIONS



- What system are you discussing?
 - What are it's boundaries? What external environment does your system sit within?
 - What is the purpose of the system?
 - What are the actors in your system that do the work?
 - What does the flow of information look like within the system?
- Who does the system benefit most an least as currently designed?
- What aspects of the system contribute most to the equity gaps you see on your campus? How?



CHALLENGE #2: KNOWING OUR STUDENTS

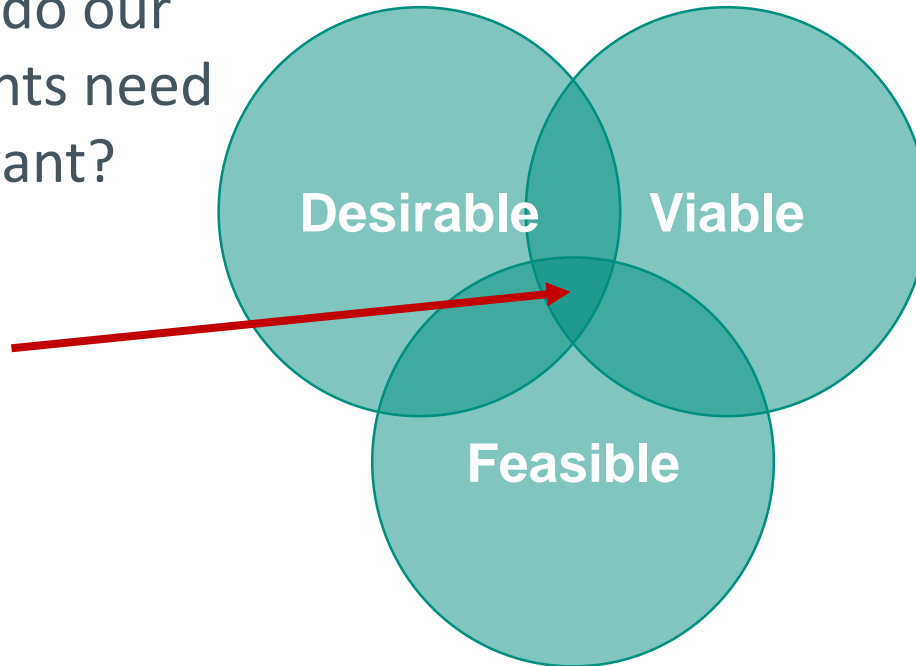
- We're predisposed to design for what we know. We can't design for what we don't understand.
- What happens when we design for the "typical" student?
- Are we designing for our campus "bubble" or for our broader community? What do we know about the community we serve?

OPPORTUNITY: STUDENT-CENTERED DESIGN

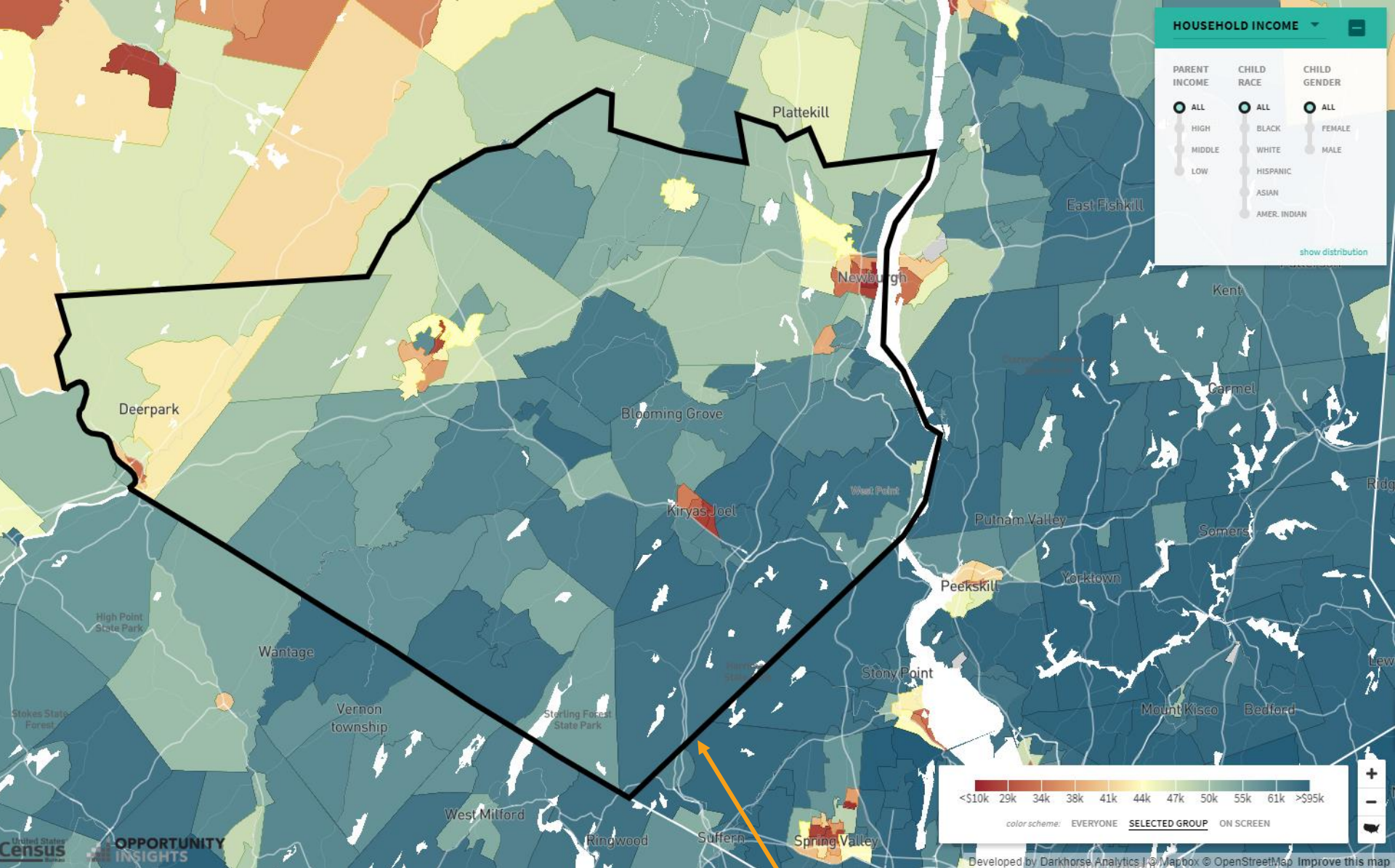
What do our students need and want?

Is the idea aligned with our mission and sustainable?

Path Forward



Can we make this idea happen with our resources?



<https://www.opportunityatlas.org/>

Orange County, NY

@AchieveTheDream #HolisticStudentSupports



INSTITUTION REFLECTION QUESTIONS

➤ How will you bring the student (and community) voice into your redesign? Who are our students and what is their experience?

➤ Does your proposed change meet a student need? Will it fit your students' lives? Is it something students actually want?

➤ Put your students' experiences in context

- Historical
- Social/Societal
- Power Dynamics
- Resource Allocation

➤ Who was your current student support model designed for?

- What differences do you see between the original design targets and your students?



CHALLENGE #3: FEAR OF RESISTANCE

“Our dilemma is that we hate change and love it at the same time; what we really want is for things to remain the same but get better.”

(Sydney J. Harris, American journalist)

POTENTIAL BARRIERS

“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”

INSTITUTION REFLECTION QUESTIONS

- Why change? Why now? Why will we succeed?
- How will this impact my colleagues, my students, my direct reports?
- How is this aligned as a part of our student success work?
- What have we communicated and how?
- Have we communicated our overarching vision?



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

HOLISTIC STUDENT SUPPORTS RESOURCES

www.achievingthedream.org/hss

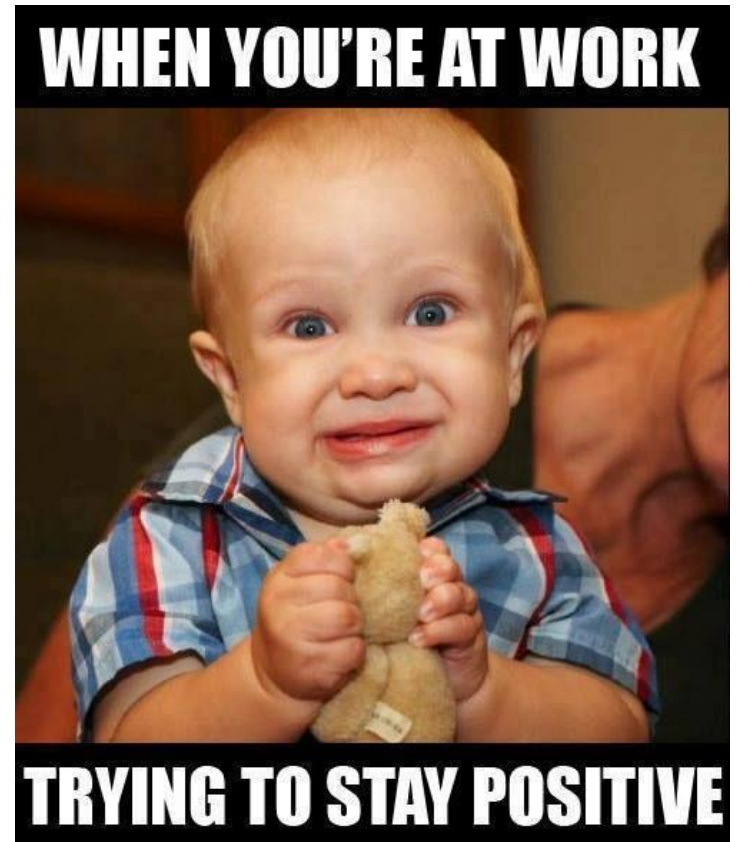
■ Toolkit

- 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 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



Achieving
the Dream™

Audience Q&A

Mei-Yen Ireland: mireland@achievingthedream.org