Faculty Roles in Supporting Students Holistically
WHO IS IN THE ROOM?
SESSION AGENDA

1. Opening
2. Trident Technical College Case Example
3. Table Discussions
4. Faculty as Drivers of Change
5. Best Practices
6. Discussion
7. Closing
“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.
HOLISTIC STUDENT SUPPORTS EXPERIENCE
KEY 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
OPENING ACTIVITY
TRIDENT TECHNICAL COLLEGE
A SHARED ADVISING MODEL

Creation of the Student Hub
Creation of Navigator position
Elimination of traditional orientation
Implementation of EAB Navigate

- 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
TABLE DISCUSSION

What roles do full-time and adjunct faculty play in supporting students beyond their class?

How much awareness do faculty have about the student supports your institution offers?

How do college leaders communicate information about services to faculty?

How do faculty share this information with students?

➢ Normalizing or stigmatizing?
FACULTY AS DRIVERS OF CHANGE

Exercise leadership that inspires full-time and adjunct faculty to become active partners in change.
FACULTY AS DRIVERS OF CHANGE

Create both a culture of evidence and a culture of engagement, one that treats full-time and adjunct faculty as valuable partners in making sense of data.
FACULTY AS DRIVERS OF CHANGE

Institutionalize expectations and opportunities for continuous engagement.
FACULTY AS DRIVERS OF CHANGE

Work to span silos and nurture a college culture that is inquiry-based, collaborative, and transparent.
BEST PRACTICES

➢ Start with the "why"
➢ Include why this is good for students
➢ Include faculty in decision-making process
➢ Keep faculty informed of changes and provide support and training
➢ Provide faculty with data to help them do their job better
MOVING BEYOND BUY-IN

➢ Need more than acceptance (or lack of resistance)

➢ Passive non-compliance is far more dangerous than active resistance.

➢ Co-ownership is required for durable success.

➢ "All hands on deck," not just for the work but also for a healthy, positive climate.

(Kadlec, 2017)
FACULTY, STAFF, AND ADMINISTRATORS IN HEALTHY CLIMATES ...

➢ ... see a strong connection between their personal values and the goals of the change/innovation

➢ ... believe that innovating on behalf of better outcomes for students is important, important now, and is valued/expected

➢ ... understand how the change sought fits with other institutional priorities, and how it will impact day-to-day work

➢ ... feel respected, heard, valued by their departments and institutional leaders

➢ ... believe that they have the support and guidance to be successful in their roles

(Kadlec, 2017)
Q&A, CLOSING DISCUSSION

What resonates with you?

What pieces can you take to inform you work ...

➢ when you meet in team time today?
➢ when you get back to campus?
THANK YOU!

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OUR NETWORK

ATD and our Network colleges will help all students—particularly the most underserved—realize substantial value from their postsecondary experience and their earned credentials, thereby strengthening their communities.

Over 220 Colleges
40 States and D.C
4 Million Students
Over 60 Coaches
OUR PHILOSOPHY

Four core principles guide our work and explain our success:

**The Power of Fundamentals**
- Colleges need strong fundamentals to implement reforms and guide continuous improvement.

**Advancement through Relationships**
- Building relationships with and among colleges—through coaching and peer-to-peer learning environments—is the best path to guiding and supporting institutional change.

**The Ecosystem of Reform**
- Sustainable transformation of college practice aimed at student success must be customized to the unique circumstances of each institution and encompass multiple dimensions of student experience inside the classroom and out, including academic, social and financial.

**Equity**
- In order for all students to achieve success colleges need help to dismantle the structural barriers facing underserved students and to invest in equity-aimed policies, practices and behaviors.
OUR APPROACH

Achieve sustainable institutional transformation through:

- Coach
- Innovate
- Connect
Our Institutional Capacity Framework helps us integrate and align 7 essential capacities at all colleges to support a student-centered culture that promotes student success.
Making the Case for Holistic Student Supports

@AchieveTheDream
This is foundational work, based on the intentional design of student-centered operations and processes.
WHAT WE KNOW

➢ Enrollment and traditional funding sources are declining
➢ Abstract principles are not producing fundamental changes at an institutional level
➢ Boutique, isolated interventions do not yield strong results
➢ The “cafeteria model” is not ideal and we must design the full student experience of our institutions in an intentional way that meets the educational, social and career needs of all our students
➢ Access is not enough, students need help navigating college systems and students have been dissatisfied with their advising situations
➢ To move the needle on achievement gaps, comprehensive equity-minded design is essential
“My academic advisor is concerned about my success as an individual.”

Student Satisfaction: 53%
Importance to Students: 80%

“...I seldom get the “run-around” when seeking information on this campus.”

Student Satisfaction: 53%
Importance to Students: 78%
WHO ARE OUR STUDENTS?

- 6 in 10 community college students work more than 20 hours a week.
- 1 in 3 community college students have dependents to care for.
- 63% of students reported they live paycheck to paycheck.
- 13% of students were classified as “food insecure” in 2015. Other studies put this number far higher.
THE CHALLENGE

➢ Services and supports are fragmented
➢ Students receive generic support from generalist advisors – or no one
➢ Transactional is more efficient than relational
➢ We tend to take an “inoculation approach” to providing support
➢ Decreasing revenue from enrollments and budget cuts result in overburdened staff and faculty and out-of-date technology
➢ Multiple, disconnected initiatives compete for our time and attention and exhaust key change influencers
TYPICAL STUDENT EXPERIENCE
MECHANISMS THAT SUPPORT STUDENT SUCCESS

1. Creating social relationships
2. Clarifying aspirations and creating commitment
3. Developing college know-how
4. Making college life feasible
EMPOWERING ALL STUDENTS TO SUCCEED

HOLISTIC STUDENT SUPPORTS DEFINED

Through Achieving the Dream’s work with hundreds of institutions, we’ve found colleges that see the greatest gains in student outcomes strive to ensure 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.
CORE DESIGN PRINCIPLE: 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 are designed to provide students information and services before they request them.

**Personalized**
Students receive the support they need when they need it, from an individual who knows them well.
WHAT DOES SSIPP LOOK LIKE IN PRACTICE?

**Sustained**
Students receive support throughout their educational life course
Assigned advisors; long-term coaches

**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 fail
Early alert systems; advisors empowered to reach out to students

**Personalized**
Students receive the support they need when need it, from an individual who knows them.
Assigned or embedded advisors; coaches; shared case notes
STRATEGIES: INTEGRATED ADVISING REDESIGN

Includes:

➢ Education, financial, and career plans for all students
➢ Coaching, advising, and counseling
  ➢ Advising as teaching
➢ Early alert and risk intervention targeting
➢ Transfer practices and labor market outcomes
COLLEGE EXAMPLE:
MONTGOMERY COUNTY COMMUNITY COLLEGE

“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
STRATEGIES: TECHNOLOGY

Technology is necessary but not the solution

Enables students to track their progress towards their goals

Connects students with support services and information “just in time”

Enables students to complete many rote tasks on their own online

➢ Releases advisor’s time to focus on relationship building

Empowers faculty, staff, and support professionals by providing quick and easy access to information on multiple factors that impact a student’s success

Facilitates communication across functional areas and student touchpoints

Provides powerful data to inform strategic decisions and refinement of policies and practices

Learn more about student attitudes towards using technology in advising at:
CONNECTING STUDENTS WITH SUPPORTS FROM DAY ONE

NWTC Student Intake Survey
Matrix of student success interventions

<table>
<thead>
<tr>
<th>PRIMARY INTERVENTIONS</th>
<th>Career Services</th>
<th>Library Services</th>
<th>Student Support Services</th>
<th>Academic Advising</th>
<th>Student Finance/Financial Aid</th>
<th>Accommodations</th>
<th>Counseling</th>
<th>Financial Coach</th>
<th>Academic Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DISAGREE Certain of career goal &amp; program choice</td>
<td>DISAGREE Comfortable using computer</td>
<td>DISAGREE Have reliable transportation</td>
<td>DISAGREE Can increase study time if needed</td>
<td>NO Have a plan to pay for college</td>
<td>YES Disability or other health concern</td>
<td>YES Emotional/behavioral health concern</td>
<td>DISAGREE Confident in spending plan while in college</td>
<td>What subjects are most difficult</td>
</tr>
</tbody>
</table>

DISAGREE Friends & family are supportive of college
ALIGNMENT WITH GUIDED PATHWAYS

Clarity the Paths
Get on a Path
Stay on their Path
Ensure Learning

Holistic Student Supports

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BEST PRACTICES

➢ Cross-functional and cross-hierarchical teams
➢ Process mapping and mystery shopping
➢ Communication auditing and planning
➢ Support and strength in ATD’s Seven Capacities
➢ Course redesigns
➢ Equity awareness and training
➢ Opportunity assessments
➢ Strategic planning
➢ Student centered design
➢ Integration of community partnerships to enhance student support services
Why is this so hard to operationalize?
WHERE DO YOU START?

Special Program

Initiative

Grant Program

We Should...

Special Service

Initiative

Accreditation

Initiative

Initiative

Grant Program

Initiative

Grant Program

Special Program

Initiative

Special Program

Special Program

Special Program

Strategic Plan

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Learn more about how colleges use this approach to transform student support at:
Structural Change

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

*Example:*

- Implementation of new a new student success software
- Creation of new positions
- Development of a “one stop” to address student needs
Process Change

Reforms how people do their jobs at an individual level.

Example:

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

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

**Example:**

- **Understanding that helping students is everyone’s responsibility**

- **Having an attitude that there is “no wrong door” at your institution**
GENERAL LESSONS

➢ It’s about helping people work smarter, not harder—enhancing relationships, not replacing them with technology.

➢ A strong vision that is concise, clear, and acts as a roadmap for stakeholders is essential.

➢ Buy-in comes from understanding how the work will impact an individual’s daily work and their students.

➢ Alignment of student success initiatives in communications and execution help alleviate fatigue.

➢ Importance of “knowing” students and designing an experience that serves all.
IMPORTANCE OF EMPATHIZING
IMPORTANCE OF EMPATHIZING

- Admissions
  - Better Customer Service Skills
  - Incoming Student
    - Application fee $2.50
    - HS transcript / College transcript
    - Picture ID
  - Returning Student
    - Application fee $2.50
    - All college transcripts

1. Pull a ticket
2. Fill out application
3. Review Application
4. Take a ticket and wait
5. Review Admissions ID

- Testing
  - Better Customer Service Skills

- Registration
  - Required Docs

- Returning Students
  - Take a ticket and wait

- Important steps:
  - Take a ticket and wait
  - Fill out application
  - Review Application
  - Take a ticket and wait

- Problem-solving:
  - Think like a student
  - Take a ticket and wait

- Advisors
  - Building blocks
  - Office hours
  - Out of office
  - In class
  - Potential wait

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IMPORTANCE OF EMPATHIZING

TAKE A TICKET AND WAIT
A NOTE ON LEADERSHIP...

➢ Adaptive leadership at the college level must be aligned leadership at the project level
➢ Leadership must understand this is a holistic change, not just a technical implementation
➢ Tell people early and often your vision for how this will impact them and their students
➢ Connect student success efforts and strengthen collaboration across silos
➢ Place key stakeholders in leadership roles...cross-functional and cross-hierarchical. Regularly celebrate early wins as you progress through the work
➢ Plan ahead to overcome human resource challenges
KEY QUESTIONS FOR REFLECTION
Are you a good enough college?
Have you done all that you can do to support equitable outcomes for students?
Have you intentionally designed all services and supports to ensure proactive measures are in place for student success?
Have you maximized your capacity to develop a student-focused college culture?