

A photograph of three young women of diverse backgrounds smiling and talking to each other. They are standing in front of a large red sign with white text. The sign lists 'Student Services' with bullet points for 'Admissions', 'Registration', and 'Financial Aid'. The background is a brick building.

Student Services

- Admissions

- Registration

- Financial Aid

Next Steps for Action Planning and Tracking Progress

New Jersey Student Success Center

Feb 1, 2018



Achieving
the Dream™
Community Colleges Count

Integrated Student Support Redesign



Learn more about the integrated student support approach at: www.achievingthedream.org/iPASS

Student Supports Redefined

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.

Where We've Been: Institute #1

- Overview and Examples of Integrated Advising & Student Support Approach
- Discovery and Planning
- Readiness
- Communicating to Engage
- Beginning to Plan for Action
- Progress Tracking and Refinement
- Next Steps (for the next six months)

Hindsight is 20/20: Planning Lessons

- Your guiding team should be built to--and should operate in a way that--strengthen collaboration across silos and initiatives
- Place key stakeholders in leadership roles; Decision-makers and influencers
- “Build it and they will come” isn’t true for students but it’s also not true for faculty, staff, and administrators!
- Plan intentional milestones to celebrate early wins as you progress and assign a lead
- Build in time to “clean” your data when working to implement a new technology
- Faculty and staff need support in learning to use student data before they are asked to use it to target services
- Plan ahead to overcome human resource challenges, such as role changes

Five Principles of Strategy Execution

Principle One

A strong vision that is concise, clear, and understood by all stakeholders.

“Clarity around the WHY is essential for engagement.”

---Simon Simek, *How Great Leaders Inspire Action*

“Don’t rush vision. It needs real clarity and purpose.”

---Lori Suddick, Northeast Wisconsin Technical College

Elements of a Strong Vision Statement

How can we create strong vision statement for advising reform that supports the entire student experience?

- Clearly align your vision with the institution's strategic direction
- Address questions: Why change? Why now? What will look different if you change? What are the risks of not changing?
- All stakeholders are able to comfortably explain your vision and see their role in the vision

Hindsight is 20/20: Visioning Lessons

- True transformative change is more resource intensive than we usually think at the beginning
- 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
- Don't be afraid to say *"I don't know yet"*

Principle Two

Gain a deep understanding of the student experience through qualitative and quantitative data.

“Dr. Stout, for me, retention is tomorrow.”

--Montgomery County Community College student

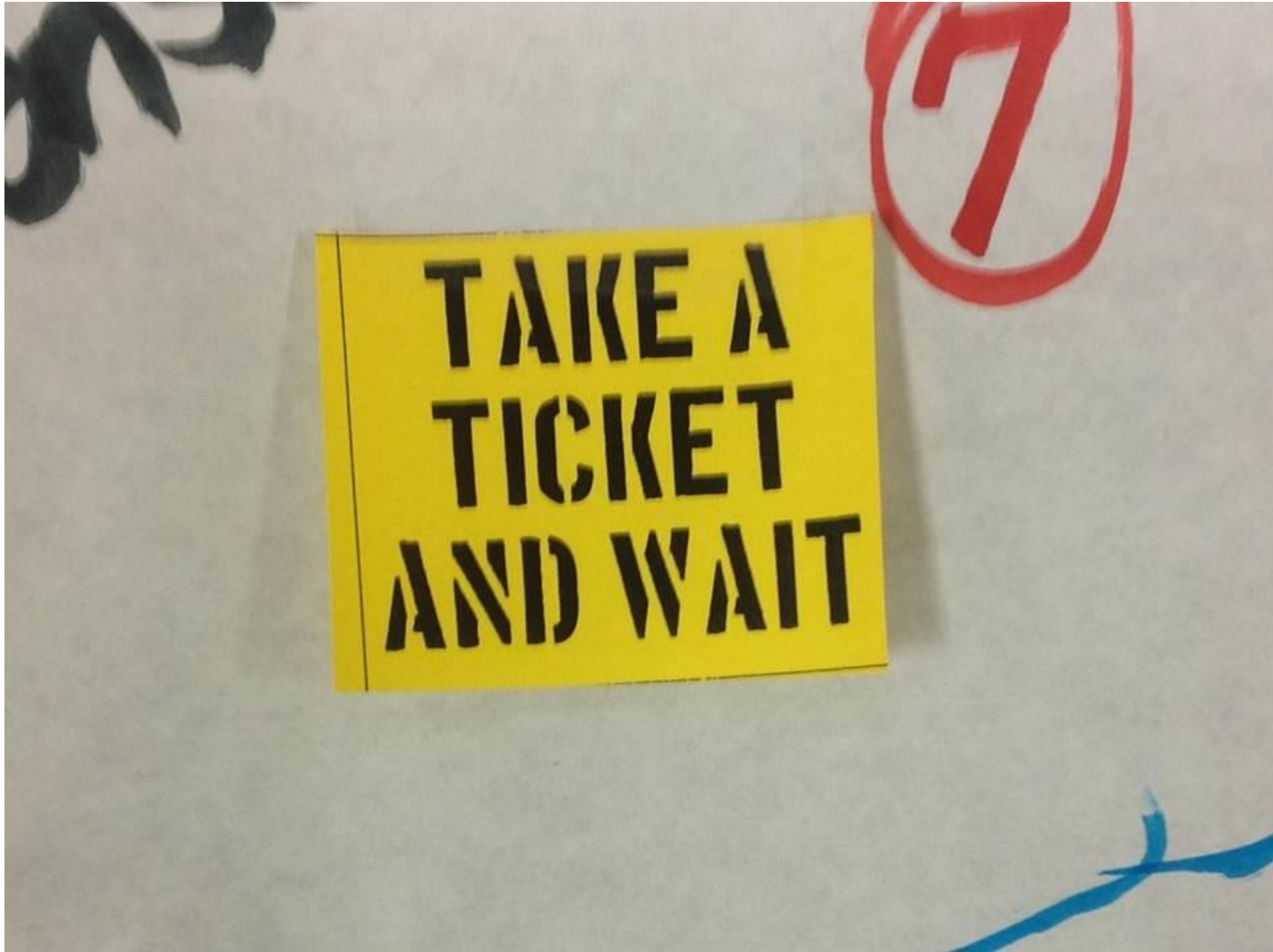
Student Experience Map



Student Experience Map



Student Experience Map

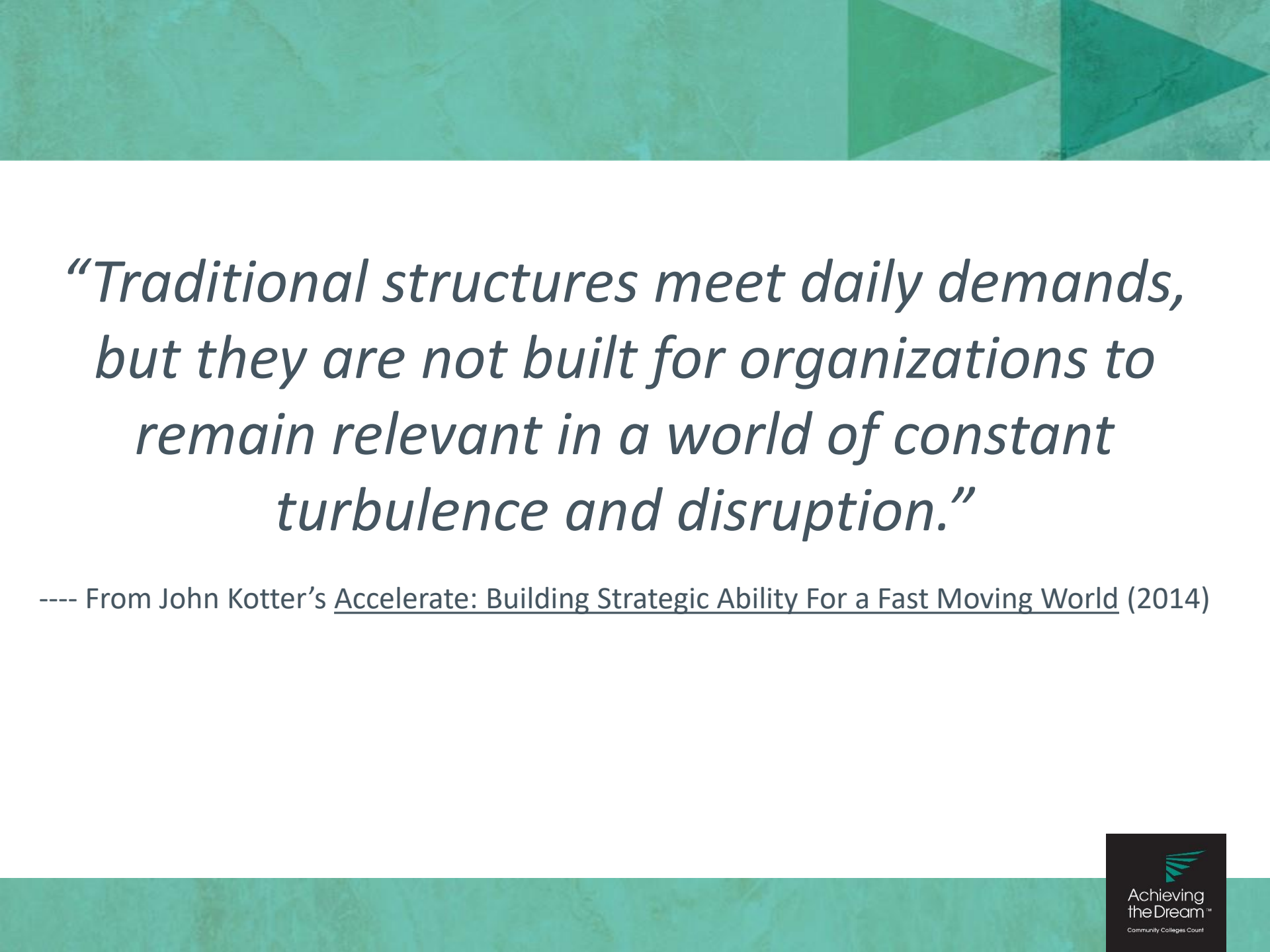


Get to Know Your Students

- Who they are
- Where they come from
- What they value
- What their goals are (academic, career, personal)
- How they feel about college and seeking support
- What they struggle with most
- What they **think** they need support with
- How they **think** they use your services
- How they **actually** use your services—observe their experiences

Principle Three

Develop a unified team working collaboratively toward the same vision.

The background of the slide is a teal color with a subtle, organic texture. In the top right corner, there are two overlapping green triangles pointing to the right. The main text is centered and written in a dark grey, italicized serif font.

*“Traditional structures meet daily demands,
but they are not built for organizations to
remain relevant in a world of constant
turbulence and disruption.”*

---- From John Kotter's Accelerate: Building Strategic Ability For a Fast Moving World (2014)

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)

Example Structure: Community College of Philadelphia

Student Success Team

- Overarching cross-divisional team of project leads that guides all student success work and engages all departments.

Project/Strategic Action Teams

- Teams that focus on moving the work forward on a particular project, such as pathways or iPASS.

Working Groups

- Directed by the project teams, working groups of faculty, staff, and administrators collaborated to suggest and implement policy changes, as well as the types of actions that were expected to result from the changes.

Example Structure: Queensborough Community College

Leadership Team

- Focused on visioning, guidance, and reporting progress
- Five standing members
- Includes IR to ensure a focus on data-informed decisions as well as bring progress tracking to the forefront of new strategies
- Mostly mid-level and senior management
- Brings in other departments/individuals as topics demand

Working Groups

- Focused on implementation of integrated student support strategies
- Slightly larger
- More frontline faculty and staff

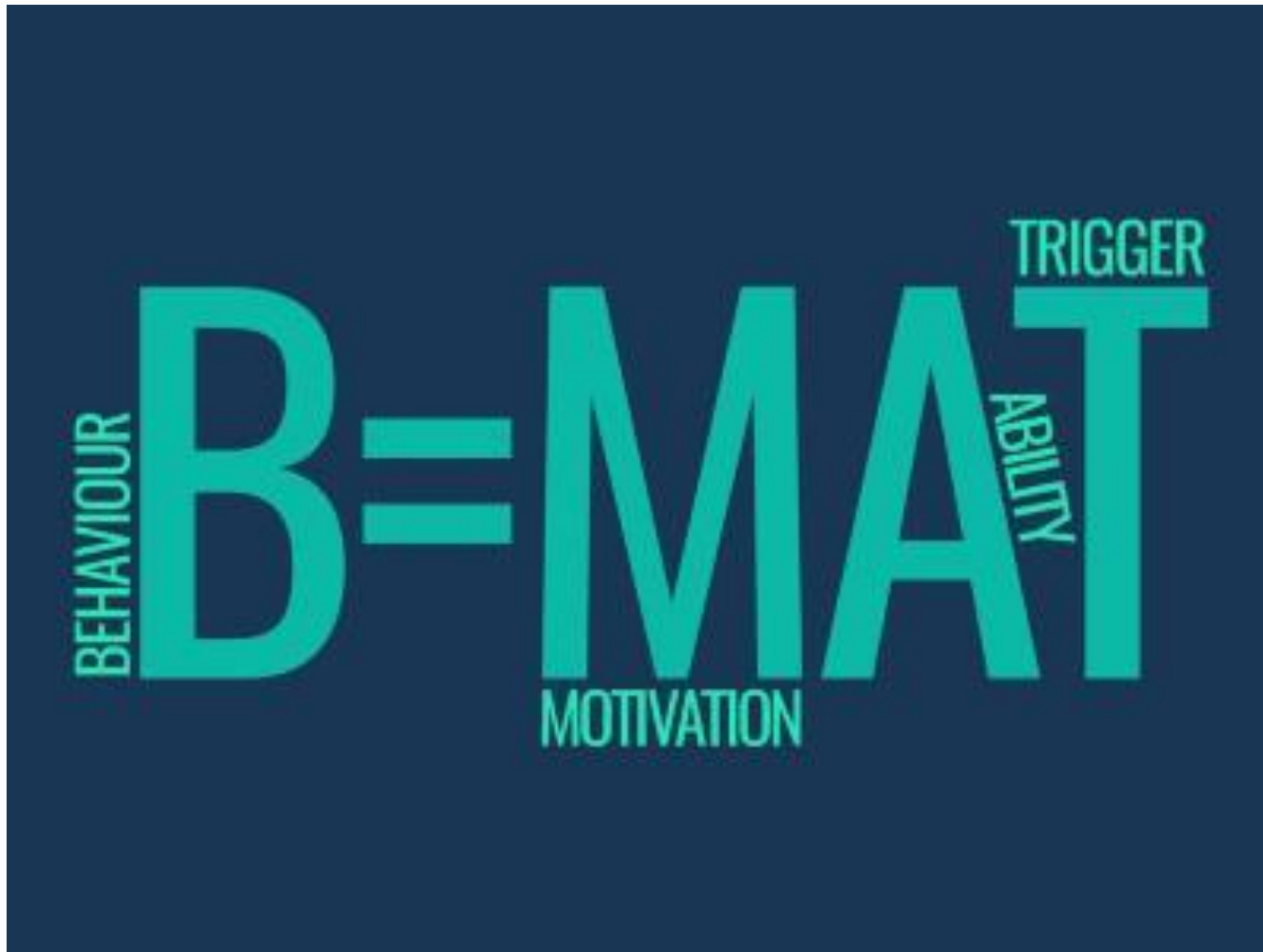
Principle Four

Implement structures and processes that encourage collaboration, behavior change, and communication.

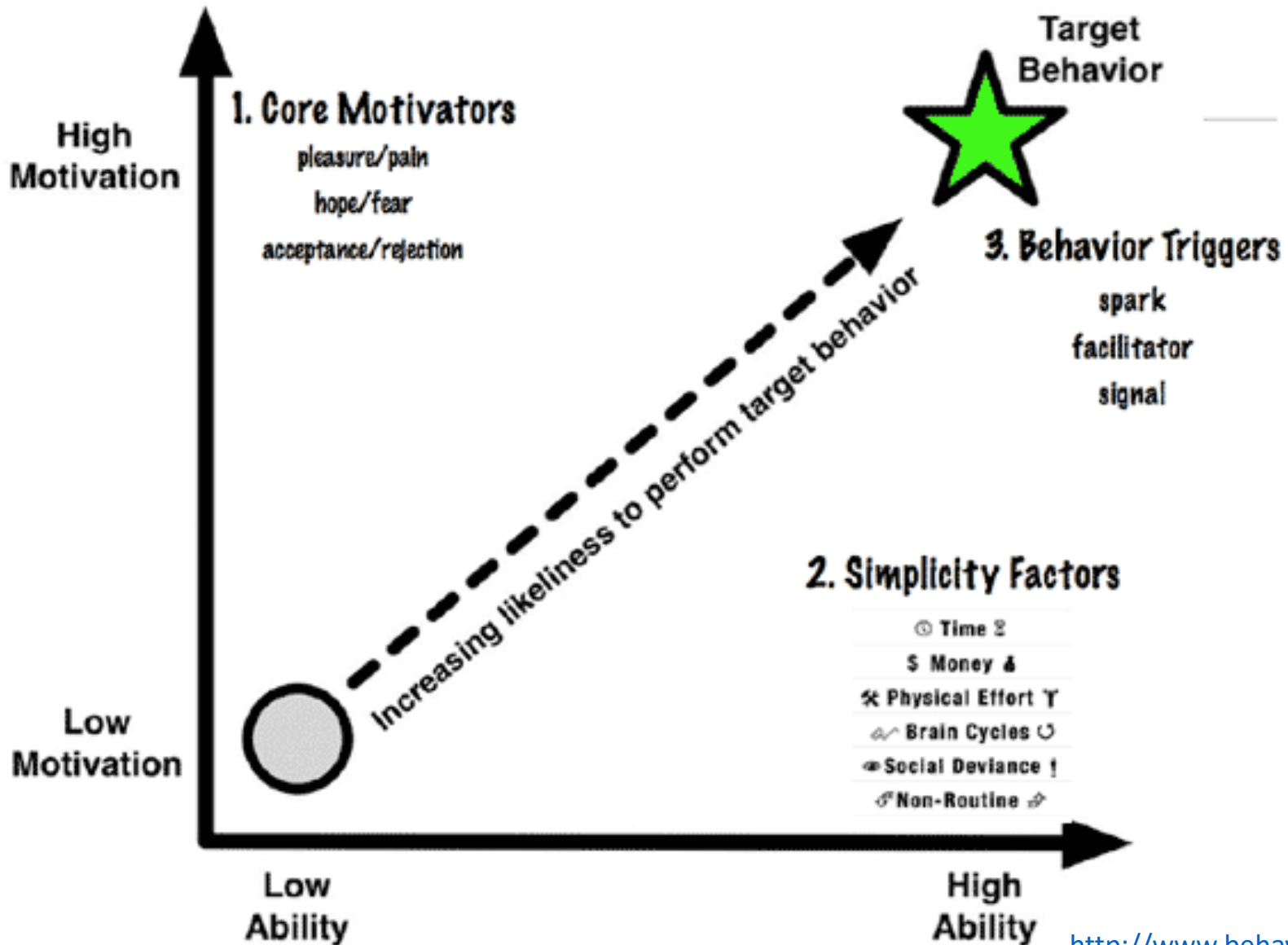
“Execution is the result of thousands of decisions made every day by employees acting according to the information they have and their own self-interest.”

---HBR: “Secrets to successful strategy execution”

Fogg's Behavior Model



Fogg's Behavior Model



Source:

<http://www.behaviormodel.org>

Principle Five

Closely monitor how the work is progressing and the impact of your efforts from the beginning.

How Do Colleges Go About Progress Tracking?

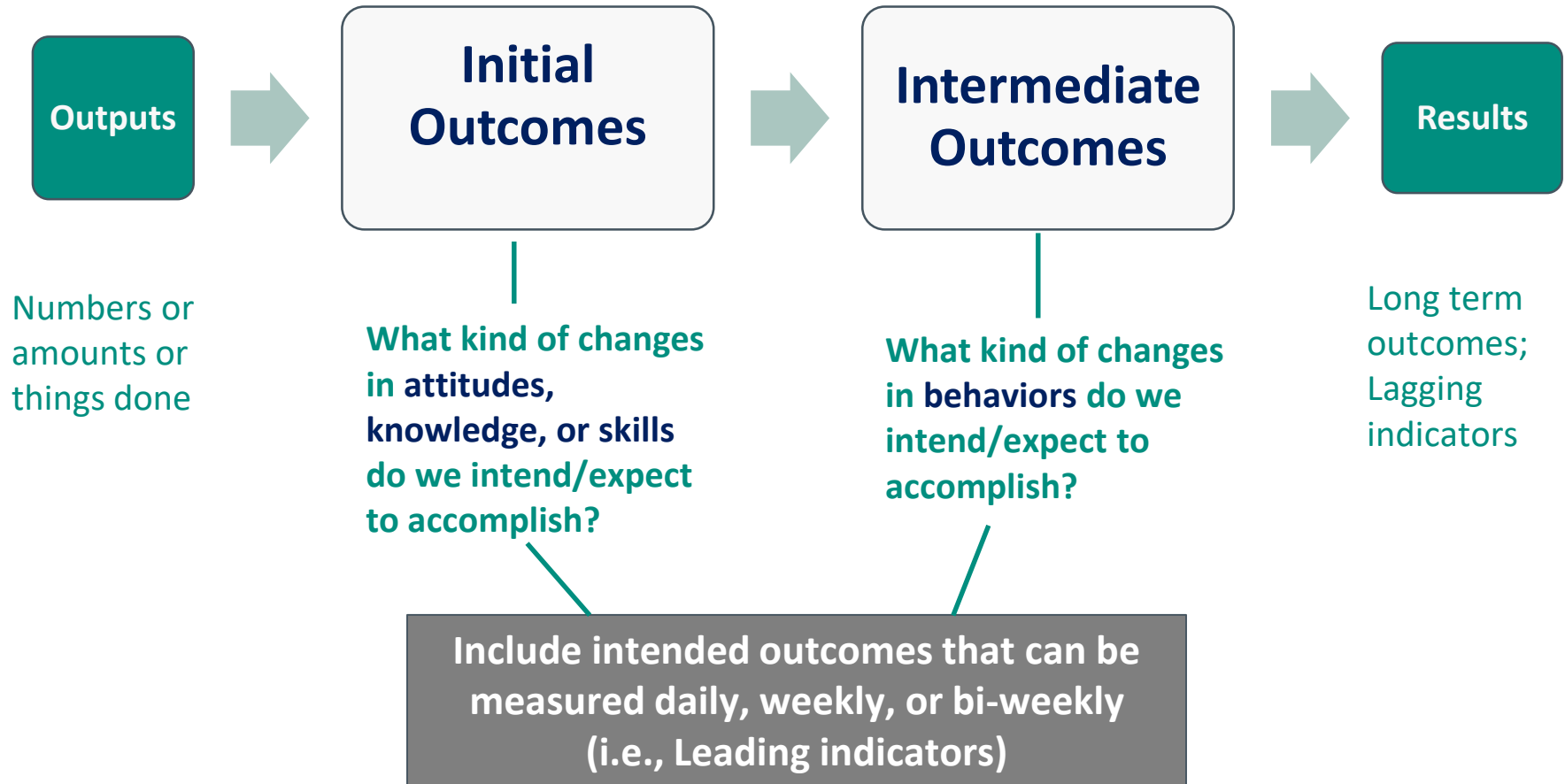
Four Primary Steps

1. Identify intended accomplishments – what your institution intends/expects to accomplish as a result of the work  **Your Institution's Design or Initiative Team**
2. Translate to measurable outcomes  **Design/Initiative AND Data Team**
3. Develop a data collection plan – data that will tell your institution how well you did compared to what was intended/expected  **Your Institution's Data Team**
4. Use data to inform improvements/modifications  **Your Institution's Implementation Team**

Types of Data for Student Support Redesign

Metric Category	Definition
Technology Use Measures	Show the extent of technology adoption among key stakeholder groups.
Structural Change Measures	Show the extent to which systems and business practices are changing or have changed.
Process Change Measures	Show the extent to which changes in individual engagement and interpersonal interactions with systems and business practices are changing or have changed.
Attitudinal Change Measures	Show the extent to which core underlying attitudes, values, and beliefs are changing or have changed. The underlying attitudes, values, and beliefs relate to the systems, business practices, and individual engagement and interpersonal interactions.
Student Success Measures	Show the student outcome results achieved.

Emphasis on Initial/Intermediary Outcomes



Preparing to Leverage Data in Integrated Student Support Redesign

- What does the data on student movement through our institution tell us about their support needs?
 - What implications does this have for our redesign?
- How can we best use the new student data we have access to through new technology?
 - Which data should you focus on from this new data set?
- How are data used to increase transparency, trust, and momentum around the redesign?
- Who needs access to the data? What data do they need access to and how frequently?
 - How can we help them translate the data into insight and action?



What's Next

Date/Time/Location	Event
11.28.17 from 2:00 p.m. – 3:00 p.m. via Zoom	Process Mapping, presented by Sabrina Mathues
2.1.18 from 1:00 p.m. – 2:00 p.m. via Zoom	Action Planning and Progress Tracking by Achieving the Dream
3.2.18 from 9:30 a.m. – 3:00 p.m. at Middlesex County College	Re-designing Advising and Student Support: Implementation Institute Part 2 by Achieving the Dream
4.5.18 from 3:00 p.m. – 4:00 p.m. via Zoom	Overcoming Challenges and Next Steps for Institutionalizing Change, Achieving the Dream
4.13.18 from 9:00 a.m. – 3:00 p.m., at Middlesex County College	Career Conference

Institute #2 Goals

1. Refine college's vision and goals for their student support redesign within their guided pathways work.
2. Begin to develop a communication strategy that includes the alignment of the colleges' student support redesign and guided pathways work.
3. Develop a strong start to an action plan for executing on the colleges' vision and goals.
4. Know where and how to access additional tools, resources, and coaching.

Institute #2 Topics

- Analysis of Progress and Challenges
- Design Thinking Training
- Behavioral Change through Professional Development and HR
- Engagement of Faculty in your Student support Redesign
- Strategy Execution and Action Plan
- Using Data to Inform Refinement of Your Work

Homework to be completed before March 2, 2017:

- Discovery Inventory – last 2 columns
- Advising Rubric
- Process Map (training on 11.28.17)

Here's what you will bring to institute

1. Bring your completed homework set at the end of the first institute in Oct 2017:
 1. Discovery Inventory – last 2 columns
 2. Advising Rubric
 3. Process Map (training was provided on 11.28.17 via webinar)
 4. (Optional) CCRC Scale of Adoption Self-Assessment
2. Bring your draft vision and goals for your redesign work developed at the first Institute in Oct 2017

Thank You!