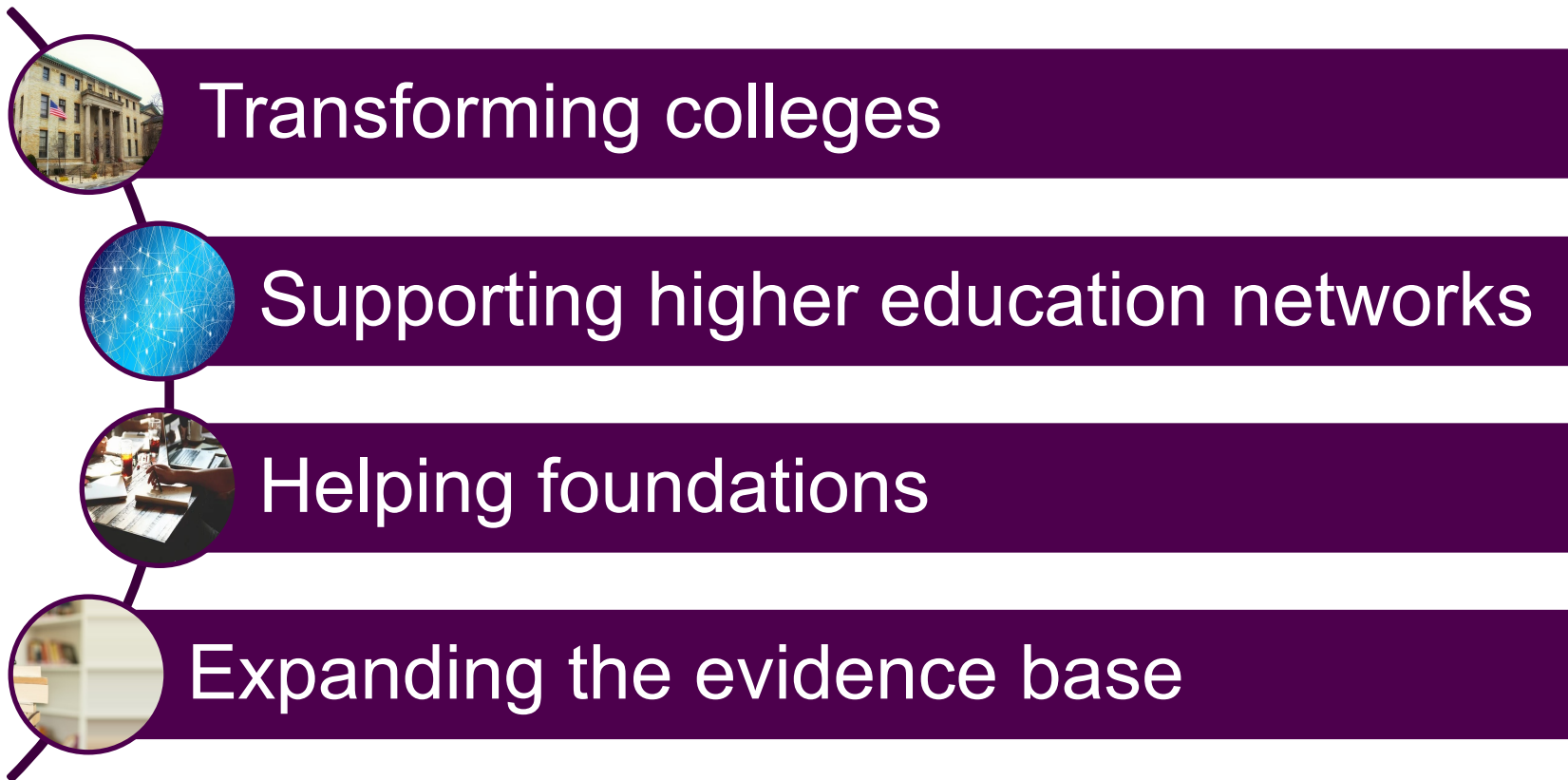


# Building Integrated Structures for Student Support

Rural Guided Pathways Project  
Institute #5  
October 18, 2023

# Phase Two Advisory

Turning research into reality, for student success.



---

# Key Takeaways

Supporting students holistically enables effective learning and academic progress.

Holistic student support requires that everyone teaches *and* everyone engages in student support.

There's a difference between individually-supportive experiences and systems of holistic student support.

# Learners are complex, multi-dimensional human beings.



---

**What does it feel like for students at your college to find the things they need to support their learning?**

*Imagine*

---

# Four 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

---

Holistic student support addresses the reality that students' needs beyond the classroom play an important role in their abilities to be effective learners.



# SSIPP Design Principles

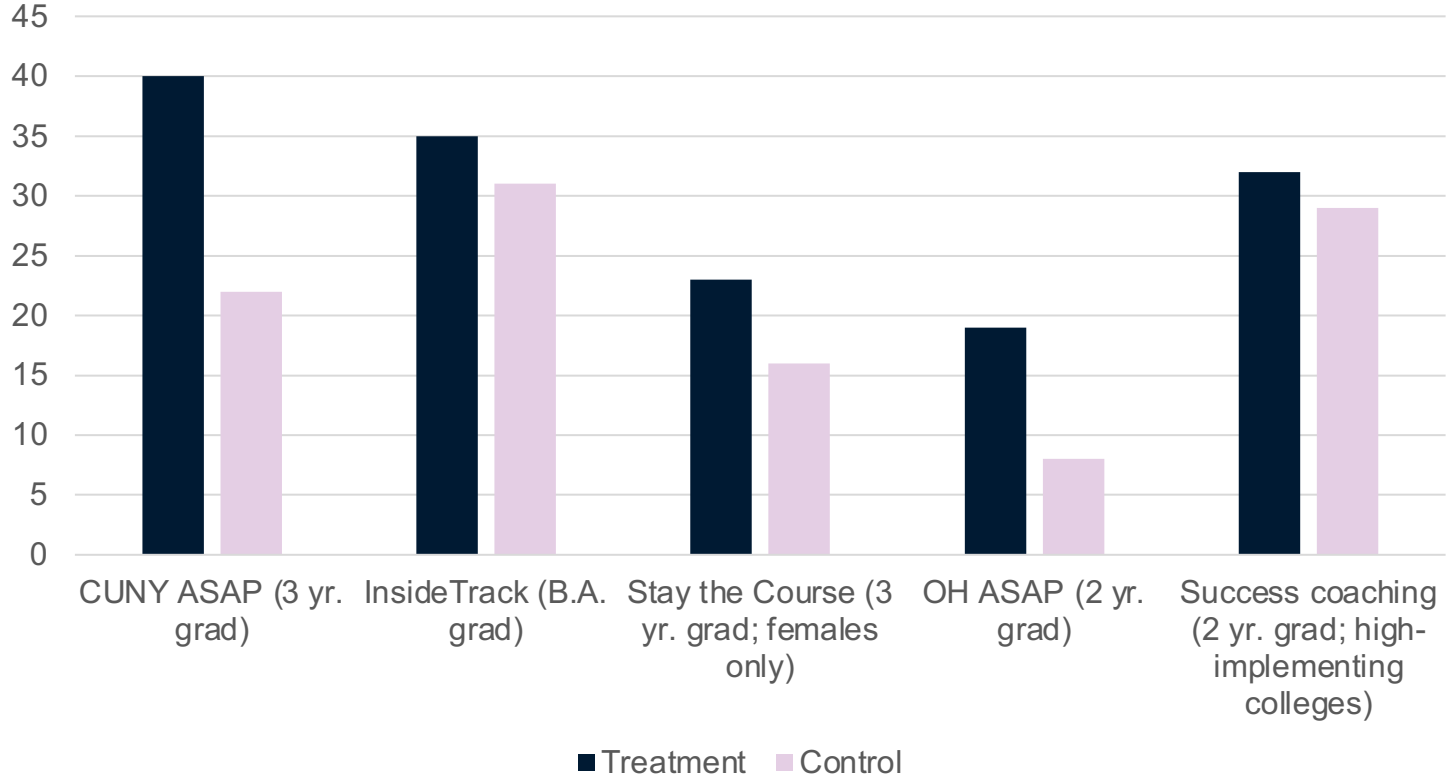
<b>S</b> TRATEGIC	Infrastructure enabling differentiated, customized services at scale
<b>S</b> USTAINED	Ongoing support rather than an upfront “inoculation” approach
<b>I</b> NTEGRATED	Supports are an integral part of all students’ experiences from connection through completion, rather than standalone interventions
<b>P</b> ROACTIVE	Services and information are provided to students before they’re requested
<b>P</b> ERSONALIZED	Students receive the support they need when they need it, from a person who knows them well

Phase Two Advisory, 2021



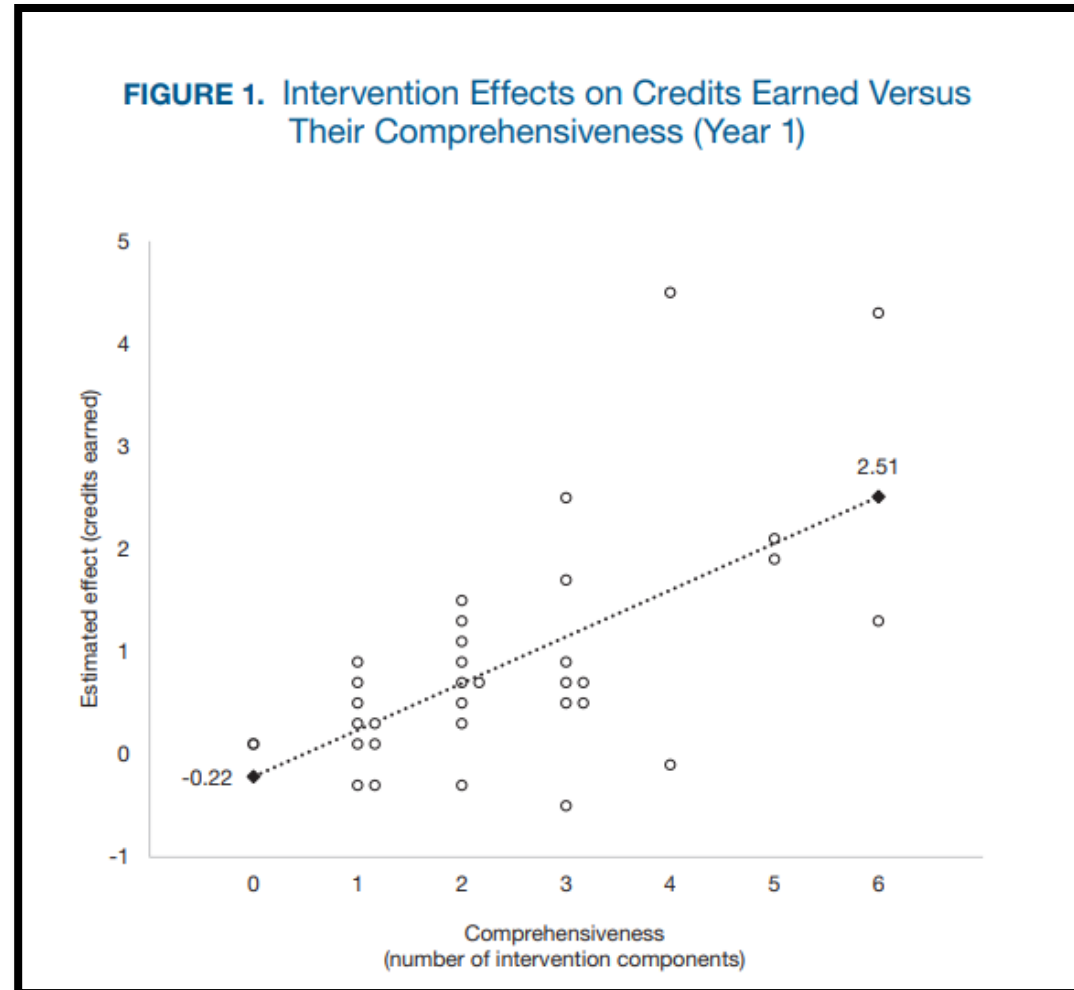
# Reorganizing Services around SSIPP Principles Improves Completion.

Completion: With comprehensive support versus business-as-usual



# Comprehensive Support is Related to Student Impact.

*Scrivener & Weiss (2022)*



# Holistic Student Support Systems

Holistic student support **systems** address the reality that students' needs beyond the classroom play an important role in their ability to be an effective learner.

❖ From an **institutional perspective**:



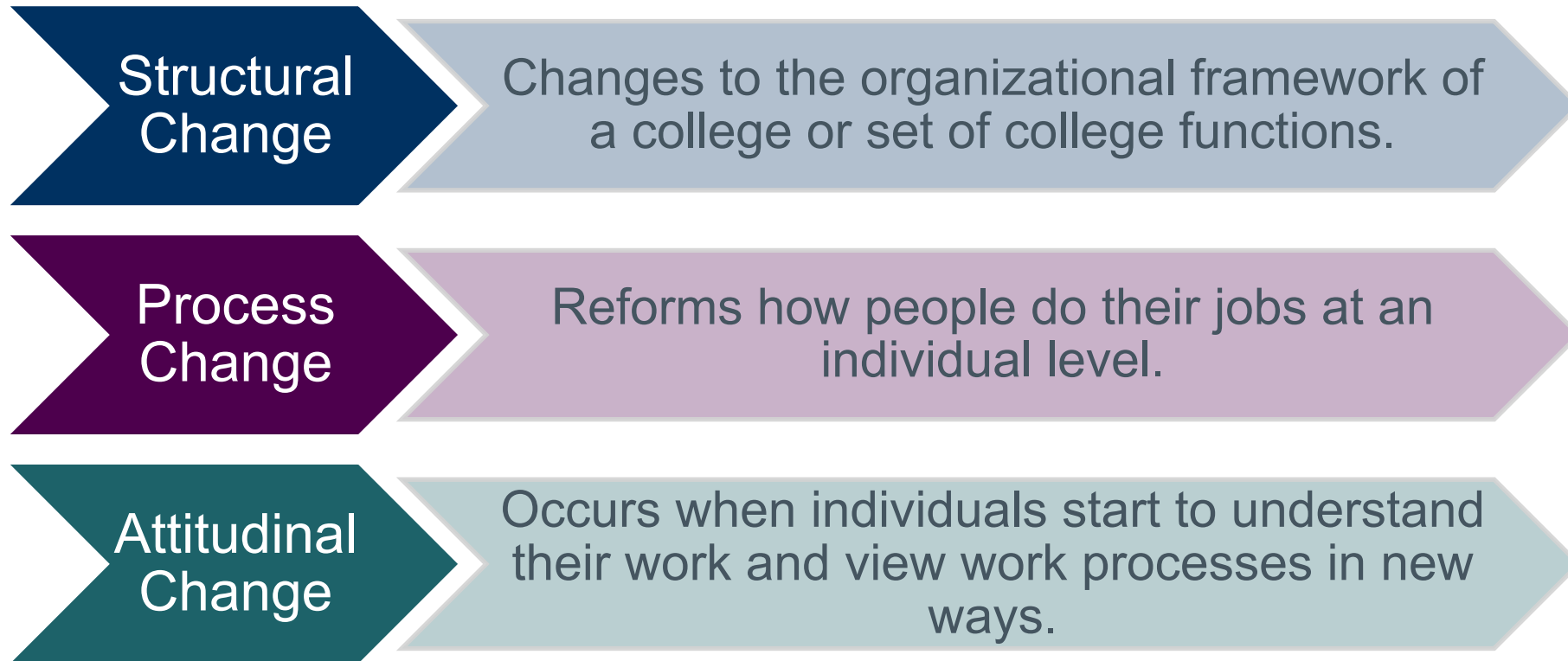
This means the college offers a variety of information, services, and resources, and has intentionally designed a proactive and integrated system of academic, social, and personal supports based on clearly identified, equity-minded student needs.

❖ From a **student perspective**:



This means students can easily navigate and access timely and personally relevant support for their learning and development, regardless of their background or cultural knowledge.

# CCRC's Transformative Change Framework



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>

---

**What structures have you built to connect your students' learning and “non-academic,” holistic needs?**

*Reflect*

# Building Integrated Structures for Student Support

Example: The “Genie” of Wake Tech



# Strategy #1: A Cohort Management Cadence

Who needs you when, why, and in what way?

## Who?

- Progression-based (“Brave” College)
- Risk assessment (CUNY ASAP)

## Why?

- Proactive outreach (pushing information out)
- Reactive outreach (acting on information you have)

## What?

- Systemic/ procedural information
- Cognitive support
- Affective engagement

## How?

- Modality (what you’ll use)
- Frequency (optimal repetition)

---

## Strategy #2: Rethinking Professional Roles





# Strategy #3: Campus-wide Professional Learning

SEP Student Experience PROJECT

ABOUT OUR WORK NEWS SEP RESOURCE HUI

Transforming the college student experience that every student is supported to succeed

Join us July 13 – How Universities Can Transform Student Experience to Drive...

IEBCC INSTITUTE for EVIDENCE-BASED CHANGE

ABOUT US CARING CAMPUS DATA USE

Home > Caring Campus

## CREATING A CARING CAMPUS – OVERVIEW

Students come where they are welcome and stay where they feel cared about. Caring Campus is based on decades of research documenting that students who feel connected to their college are more likely to complete and succeed in their courses, persist from semester to semester, and achieve their educational goals.

Click below to learn more about

- » **Caring Campus – Faculty**
- » **Caring Campus – Staff**
- » **Caring Campus & Racial Equity**
- » **Caring Campus California**


# Strategy #4: Rethinking the Syllabus

- Policy-centered → Learner-centered
  - “In this class, you must...” *versus* “Together, we will...”
- Higher Ed words → “Real” words
  - Office hours *versus* Student hours
- Informative → Contextual
  - The basics *versus* How the course fits into your program or department
- Requirements → Resources
  - “To pass this class...” *versus* “To support your success, visit...”

---

**What structures might you build to connect your students' learning and “non-academic,” holistic needs?**

*Envision*



We are practitioners  
of *love*.

--Dr. Carmen Martinez-Lopez,  
Westchester Community College (NY)

For more information and support,  
please reach out!

[Melinda@phasetwoadvisory.com](mailto:Melinda@phasetwoadvisory.com)