Working across Silos for Student Success: Inconceivable!

Strengthening Student Success Conference
October 2018
Who Are You?

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Reading
Reedley College’s work on the 2017 Integrated Plan for BSI, Equity and SSSP (known locally as the Mega Plan) created a model of planning, participation, dialog and communication that will guide the college’s implementation of Guided Pathways. Learn how the college identified the people who needed to be in the room including faculty, admin, research and accounting. See how the college facilitated college wide participation and dialog on goals and activities. Examples of how the college integrated this planning with additional categorical programs including California Promise, Strong Workforce and the CA Guided Pathways Project. Understand how the process and product of the planning was communicated to the college community. Finally, the presenters will discuss how this model will be extended focus on additional systemic changes.
YOU KEEP USING THAT WORD
I DO NOT THINK IT MEANS WHAT YOU THINK IT MEANS
Fast Facts: Reedley College

Three Campuses:
• Reedley College
• Madera Community College Center
• Oakhurst Community College Center

Demographics:
• Hispanic (68.8%)
• Low-income (61%)
• First Generation Students (40.29 %)

Known for:
• Largest community college farm in CA, over 300 acres.
• Highly specialized Ag and Natural Resource programs.
• One of 11 CC in CA with a residence hall.
• We make our own wine and olive oil 😊

Fun Fact: Our service area is the size of Rhode Island
Before Breaking Down Silos

**INSTRUCTION SILO**
- General Education
- Major Preparation

**CURRICULAR PATHWAY**
- Graduation & Transfer Requirements
- Electives

**STUDENT SERVICES SILO**
- Financial Aid
- Academic Support Services
- Counseling
- Admissions and Records
- Cohort & Special Programs
- Assessment

**CONTINUOUS QUALITY IMPROVEMENT**
- Students given Major Sheets/Curricular Pathways with hundreds of choices
- Student services themselves are siloed and not aligned to curricular pathways

Assessment done in silos between Instruction and Student Services
Integrated Plan...RC Mega Plan
MegaPlanning at Reedley College

When someone tells says you HAVE to do something you have two options:
1) Get caught up in the CHALLENGE or 2) See it as an OPPORTUNITY

Opportunity #1: No clear direction from the Chancellor’s office (at first) allowed time for analysis of how we were really doing.

Opportunity #2: We were being told to look at our institution’s concept of Student Success from a holistic approach – Let’s break down the silos!

Opportunity #3: Dream Big! What true integration would look like (not just lip service)

Honest conversations create change:
The MEGAPLAN was Born!
1) Get the right people to the table (and then keep them there.)

- One of the key things we learned was that we needed a cross functional group who met regularly.
  - Plan Coordinators: SSSP, Basic Skills, Equity
  - Key Players: Academic Senate President, BSSOT Grant Coordinator, Accountant/Auditors, Director of Research, Director of Outreach, and Center Liaison.

- Morphed into the “Coordinators’ Collaborative”
  - A group designed to not only do the work but monitor, analyze and report out on the work.
  - Responsible for establishing and maintaining a “best practice” focus.
2) Look beyond what is right in front of you.

• It is easy to focus on what is required. True integration is a college-wide effort and maintains a holistic view.

• We identified 4 areas that we wanted to align within our plan framework (above and beyond what was required)

  1. General Information (Cohorts, Program Goals, Deadlines)
  2. Allocations and Compliance Requirements
  3. Program Integration with planning (Accreditation, Strategic Plans, Educational Master Plan, Institutional Set Standards)
  4. Research and Assessment
3) Talk to *all* the players on the board

- Creating alignment wherever possible – let’s not reinvent the wheel.
- We identified that coordination was needed between the integrated plan and other planning and categorical programs at Reedley.
  - Programs identified include SSSP, Equity, Basic Skills, Strong Workforce, EOPS, Trio Programs, Guided Pathways, and HIS STEM
- Don’t forget the off-campus players
  - District alignment and leveraging of resources became more important as time went on.
4) Include others in developing your message

- We wanted the college as a whole to have ownership of the plan...not just the coordinators.
- Use the brain power of your institution to develop goals collectively
- When everyone is included everyone has a stake in the success
- RC example: Surveys to identify goals and activities
5) Talk, talk, and then talk some more.

- We knew it was important to include governance leaders in the planning, not just in the final result.
- Over 40 presentations were given to constituency groups over the course of 8 months.
- By the time the plan went through official review faculty and staff were familiar with every aspect of the plan.
6) Show me the money (and the data!)

• One of the most effective things we learned was to start with research and accounting in the room. And keep them in the room.

• This early collaboration made sure that planning was not done in a vacuum.

• Having research involved early helped the team create measurable goals and outcomes from the outset.

• Accounting kept planning realistic to the funds available.
### What they asked for:

<table>
<thead>
<tr>
<th>Goal</th>
<th>SSSP</th>
<th>Student Equity</th>
<th>BSI</th>
</tr>
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<td><strong>Goal 1 Basic skills and ESL completion, including increasing the number of students successfully transitioning to college-level mathematics and English courses.</strong></td>
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### What we developed and presented:

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<td><strong>Goal 1 Basic skills and ESL completion, including increasing the number of students successfully transitioning to college-level mathematics and English courses.</strong></td>
<td>1.1 Focused counseling support for Basic Skills / ESL.</td>
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<td></td>
<td>1.2 Increased support for Academic Support Centers, including supplemental instruction models.</td>
<td>Continued support allocated for Academic Support Centers.</td>
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Lightbulb Moments

• Equity is key – it HAS TO be infused into everything we do.
• Work takes time. Good work takes lots of time. We had to find opportunities to celebrate milestones in order to maintain momentum.
• Document your process as you go. This will help when questions arise about how you got where are (because they will).
• We are able to affect change much quicker, and with less angst, when we reach across silos and leverage skills and resources.
• This format works for lots of things...
**RC&Me**: Reading, Composition & Math *engagement* at Reedley College

**Purpose**: To engage motivated full-time students who intend to achieve their educational goals by successfully completing reading, composition, and mathematics prerequisites in their first semesters. This supportive environment includes a cohort of students, instructors, and a counselor to provide guidance through this pathway.

This scaled-up program is a key integration of Instruction & Student Services-- to break down barriers and encourage completion of English and Math within the first semesters at RC, we offer several cohorts with linked courses - counseling and support services included.
**RC&Me**: Integration for Student Achievement

- Cohort Instructors partnering with newly adopted Starfish Platform
  - Goal: Increased communication for students with instructors & counseling
  - Electronic submission of Starfish Early Alert Survey
  - Student-initiated Success Team Achievement Report (STAR)
    - Created collaboratively (counselor & instructor/coordinator)
  - Greater awareness--Student Ed. Planning based on current achievement and future goals
    - Increase students’ engagement with instructors and student services
Why Guided Pathways?

Equity work with intent to:
• Address Systemic Barriers for Students
• Acknowledge unintended bias and institutional racism
• Increase Student Success, Achievement and Completion Data
• Customize support services for individual students
• Identify Key Performance Indicators (KPIs) disaggregated by populations
• Focus on creating clear pathways for students and providing them customized guidance

Equity Structures and Planning
• Importance of moving from a Workgroup to a full subcommittee with with cross representation
• Equity as a driver in strategic planning
• Keeping Equity at the forefront of Guided Pathways Implementation (who is at the table, who is not, critically examine practices that exclude and include certain populations).
• Using student voice to inform restructuring.
People are Key

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<th>WHAT WE LEARNED (PEOPLE)</th>
<th>TRANSLATED TO GUIDED PATHWAYS</th>
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<tr>
<td>Need for Cross-functional Team Leads</td>
<td>Both CORE Team and T2 have faculty and staff and administration leaders from all areas of the college</td>
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<td>including all locations (Centers)</td>
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<tr>
<td>Don’t forget your classified staff</td>
<td>Classified Staff expertise is essential to Guided Pathways implementation. Classified Staff cover all areas of the college and are often student’s first contact. Presentations to Classified staff have focused on their essential role and classified members are part of the Transformation Team</td>
</tr>
<tr>
<td>Carving out “time to work”</td>
<td>Set monthly meetings with CORE team and T2 teams. Half day work days set up throughout the year. Make sure faculty, especially Counselors are given time to work.</td>
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<tr>
<td>Make Governance Leaders Part of the Team</td>
<td>Academic Senate, Classified Senate and Associated Student Government leaders are part of the planning, design and implementation so they can bring back updates to their group as the work progresses</td>
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<td>Budget expertise will save you time and angst</td>
<td>A budget expert in the room lets us know how much and what we can spend money on made planning smoother and more realistic. We had learned from before where groups made fantastic elaborate plans that were either beyond the budget or not allowable</td>
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<tr>
<td>It’s not a person it’s a process</td>
<td>Having cross functional groups that have widespread collaboration shows that it is the work of the College not individual faculty, staff or administrators.</td>
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<tr>
<td>WHAT WE LEARNED (TECHNOLOGY AND DATA)</td>
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<tr>
<td><strong>Data, Data, Data</strong></td>
<td>Helps the college develop realistic and measurable goals, outcomes, and ongoing assessment</td>
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<td><strong>Electronic Tools</strong></td>
<td>Tools such as Starfish Enterprise Success Platform (Starfish) and Early Alert can be used to facilitate dialog and cooperation between instructional and student services faculty</td>
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<td><strong>Documentation of cross-functional dialog and processes</strong></td>
<td>Document your process, who you talked to, what data you used. It allows the college to communicate effective collaboration. This allows the college to not depend on institutional memory.</td>
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## Walk the Talk

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<td>Align work so not to duplicate efforts</td>
<td>The college is aligning data metrics to identify common gaps and identify opportunities to integrate college initiatives into GP. Allows instructional faculty to see how Student Service programs integrate into instructional programs and GP implementation</td>
</tr>
<tr>
<td>Informational Items at Senate</td>
<td>We are having continual progress updates at Senate. Academic Senate includes faculty from all areas of the college and is an opportunity for cross functional dialog</td>
</tr>
<tr>
<td>Communication Plan</td>
<td>We are developing a communication plan to ensure that all areas of the college have an opportunity dialog and participation. Transparency and over communication is recommended</td>
</tr>
<tr>
<td>Don’t Focus on the “up”</td>
<td>Make sure not to focus your discussions or participation on just the “decision makers”. Make sure everyone including staff and students are involved in discussions. The only way to make systemic change is to involve everyone in the system.</td>
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Celebrate Your Successes
Lessons Learned

• Establish your WHY early and reference often
  • Keep your eye on the prize!

• Find your balance between rigidity and flexibility
  • Where do you have to hold the line and where can you bend?

• If it’s not working, don’t force it.
  • Critically look at why and then course correct

• Don’t take it personally, embrace criticism
  • Sometimes critics are right (even when we don’t want them to be)
Our Vision

Fezzik, you did something right.

Don't worry, I won't let it go to my head.
With Guided Pathways

- Predictive Analytics
- Targeted Career Exploration
- Financial Aid Assistance
- Clear Semester Schedules
- Industry/Partners Feedback
- Embedded Counselors/Faculty
- Robust Onboarding
- Academic Support
- Aligned General Education
- Relevant Course Electives
- Electives
- Graduation & Transfer Requirements
- General Education
- Major Preparation
- Contextualized Learning
- Just in Time Intervention
- Intrusive Student Monitoring
- Implementation
- Evaluation
Questions?

"We've just sucked one hour of your life away. Tell me... How do you feel?"