



SUCCESS CENTER FOR  
OHIO COMMUNITY COLLEGES

WINTER 2020

PRE-SSLI EQUITY WORKSHOP



Download the worksheet at

<https://tinyurl.com/uekfwal>



February 6, 2020

Facilitated by Achieving the Dream

@AchieveTheDream #ATDcolleges #HolisticStudentSupports



Achieving  
the Dream™

# WORKSHOP GOALS

1. Develop the start of a definition of equity for your students and identify next steps for refining this back on campus.
2. Identify a specific equity challenge(s) your institution is facing based on your student population.
3. Identify clear equity goals based on your student population and emerging definition of equity.
4. Develop the beginning of a work plan to achieve those equity goals, including immediate next steps you will take when back on campus.

point of view.  
**Equity** [ 'ɛkwətɪ  
the sum of your  
assets of some  
owned; the va

## EQUITY IN PRACTICE



# HOLISTIC SUPPORTS

- Defined as the **cohesive suite of services** that help students **address the academic and non-academic** factors vital to retention and completion
- Embody intentional focus on the **types of services**, the ways in which those **services are delivered**, and **how the students are connected** to the services
- More than a large quantity of disparate services

# HOLISTIC STUDENT SUPPORTS IS A SYSTEMS APPROACH

## What is a system?

- A set of things working together as parts of a mechanism or an interconnecting network
- A set of principles or procedures according to which something is done; an organized framework or method

[Oxford Dictionaries](#)

**Equity** is defined as “the state, quality or ideal of being just, impartial

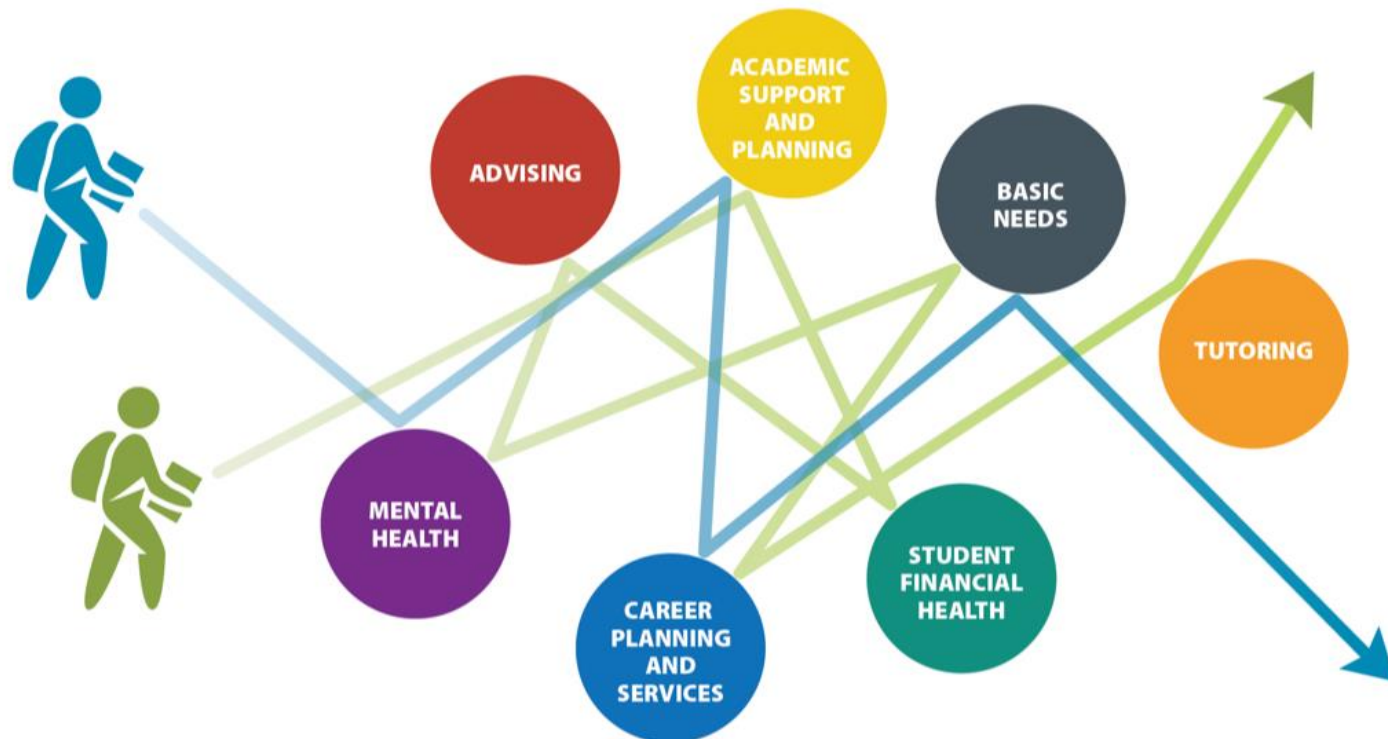
and fair.” The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or a lofty value.

**To be achieved and sustained,  
equity needs to be thought of as a  
structural and systemic concept.**





# TYPICAL STUDENT EXPERIENCE WITH SUPPORT SERVICES



# WHO IS YOUR TYPICAL STUDENT?

## **Our Student** (Fall 2019)



**70% First Generation**

**54% Part-time**

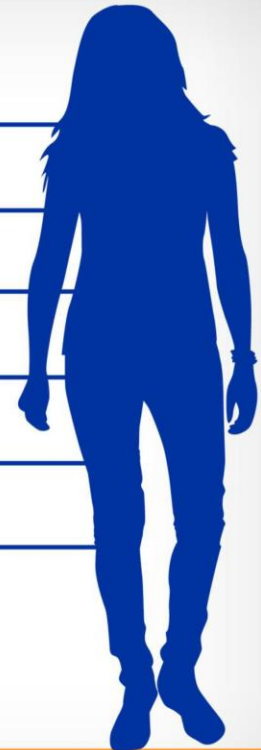
**57% Minority**

**66% Female**

**60% Financial Aid**

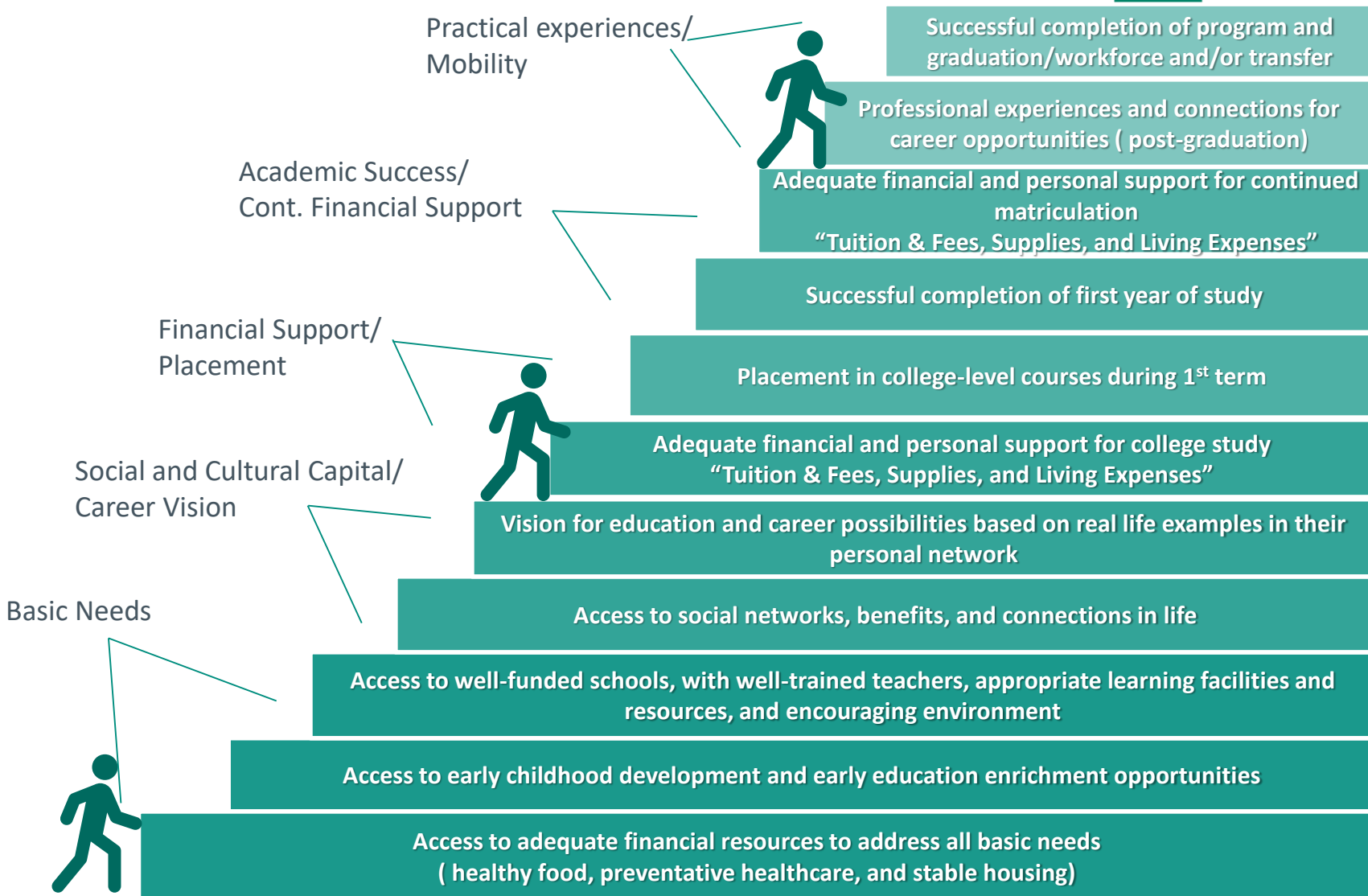
**52% Transfer Focus**

**25 Average Age**





# HOW THEIR EXPERIENCES MATTER

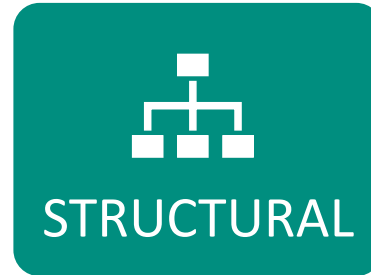


# EQUITY CONSIDERATIONS: DECISION-MAKING

- Student Personas: Help decision-makers consider the impact of their decisions on different student populations
  - E.g. Exposure to career options prior to college
  
- Guiding Questions: Help decision-makers embed equity throughout their decision-making process
  - E.g. Decision-Making Guide (ATD)
  - E.g. Portland CC's Critical Race Theory Toolkit:  
<https://www.pcc.edu/about/equity-inclusion/critical-race-theory-toolkit.html>

# EQUITY CONSIDERATIONS: USE OF STUDENT SERVICES

**Do** we place physical barriers between staff and students seeking help?



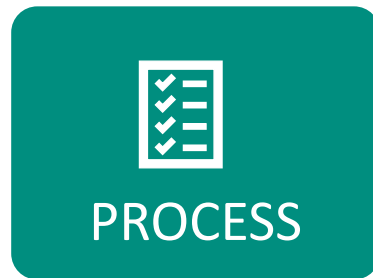
**Is** our use of physical space welcoming to the students we serve?

**Are** services offered in the places students frequent most?

**When** are our services offered?

**How** are students connected to our services?

**Are** communications simple, jargon-free, and welcoming?



**How** do we build trust with students socialized to not trust authority or ask for help?

**How** do we use our understanding of students' experiences to inform our interactions and decisions?

<http://ccrc.tc.columbia.edu/publications/how-colleges-use-ipass-transform-student-support.html>

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# EQUITY CONSIDERATIONS: OPEN EDUCATIONAL RESOURCES

The cost of textbooks is a significant barrier to college completion.

Students who don't complete college are over 50% more likely than those who graduated to cite textbook costs as a major financial barrier, according to a study by the research firm Public Agenda.

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In 2018, students enrolled in OER courses at grantee colleges saved an estimated total of \$6.5 million. These savings show colleges making strides to reduce the impact of college affordability for students.

# ACTIVITY: WHAT DOES EQUITY MEAN TO YOUR COLLEGE?

Download the worksheet at

## Individual Reflection:

<https://tinyurl.com/uekfwal>

- What does equity mean to your college?

## Team Reflection:

Discuss and draft a working definition of equity to ground your work.

Consider:

- your college and community context
- the needs of your students
- what are you seeking to address



# MOVING TO EQUITY IN DESIGN

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# UNDERSTANDING STUDENT PERSONAS

## **Our Student** *(Fall 2019)*



**70% First Generation**

**54% Part-time**

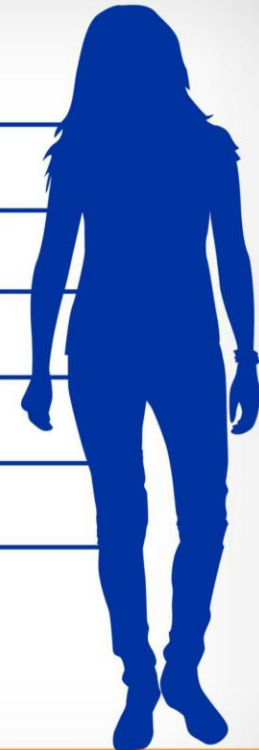
**57% Minority**

**66% Female**

**60% Financial Aid**

**52% Transfer Focus**

**25 Average Age**



# WHO IS YOUR TYPICAL STUDENT?

## **Activity:** Team Discussion

As a team, complete the following table to develop your own persona for your student population. This will be used later on as you develop strategies to address the challenges you identified earlier.

Download the worksheet at

<https://tinyurl.com/uekfwal>

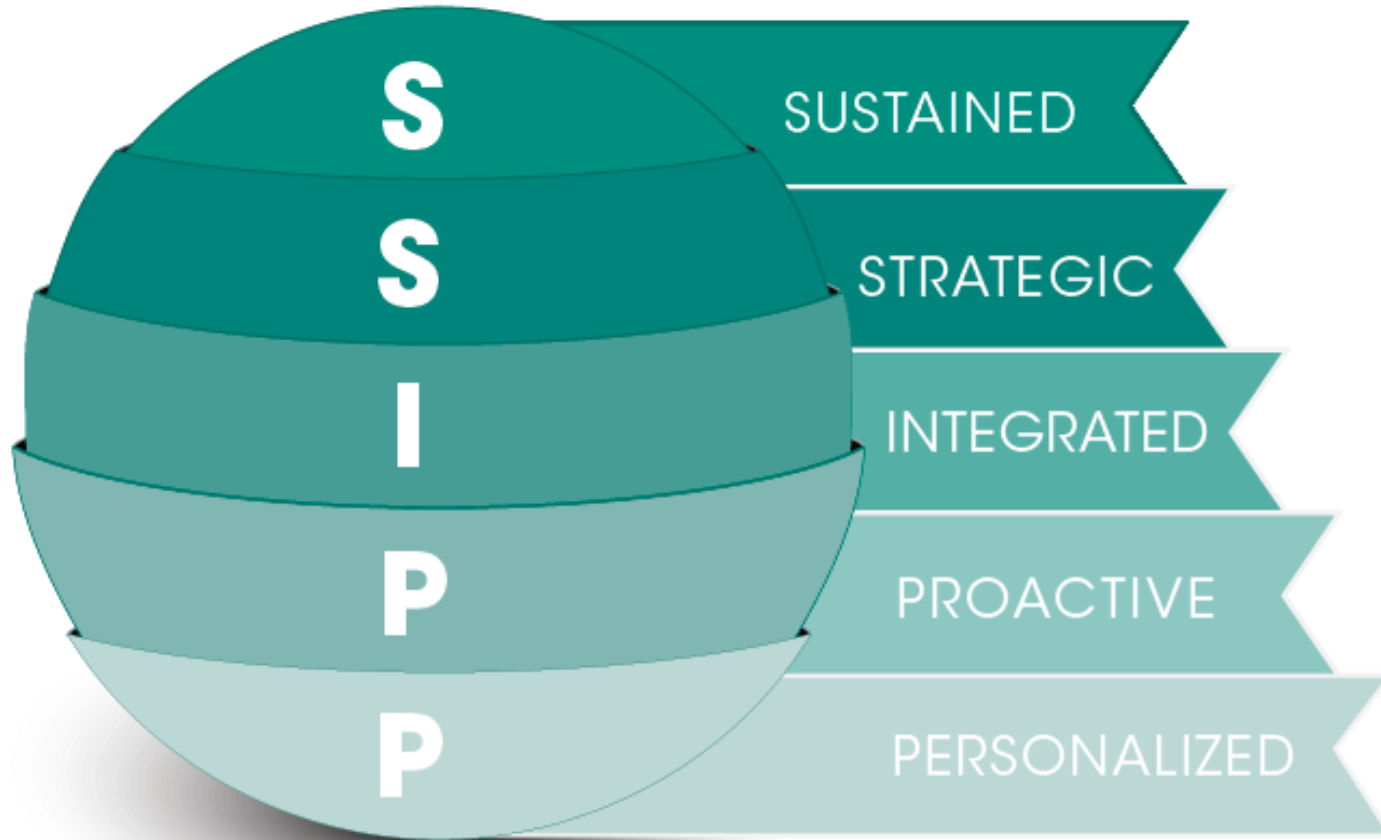


North Central State College

## USING DATA TO CLOSE EQUITY GAPS

Tom Prendergast, Vice President for Student Success and  
Institutional Effectiveness

# SSIPP: DESIGN PRINCIPLES



Learn more about what we know about academic supports at:

<http://ccrc.tc.columbia.edu/publications/what-we-know-student-supports.html>

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# EQUITY IN THE DESIGN THINKING PROCESS



## What and When?

What do we mean by HSS and equity?

Why does this matter and why now?



## What Is?

Understand the system and root causes

Structures, processes, attitudes

Student voices & perspectives

Exercise humility & empathy



## What If?

Brainstorm options for creating the ideal student experience

Design for a student population

Student participation



## What Wows?

Explore impact on student populations

Apply design principles (SSIPP)

Student participation



## What Works?

Test for impact of prototype on different student populations

Exercise humility

# ACTIVITY: INCORPORATING DESIGN PRINCIPLES

## Team Discussion:

What equity challenges have you identified at your college? How are you planning to address those challenges? Then, write down some of the key aspects of your desired approach and identify the design principles you are incorporating. Are there any design principles missing in your approach?

	Challenge	Planned Approach
ONE		
TWO		
THREE		



A panoramic view of the Columbus, Ohio skyline at dusk. The sky is a mix of orange, pink, and blue. Numerous skyscrapers are lit up, with some displaying logos like 'Chrysler' and 'Columbus'. In the foreground, there are several large, modern buildings, some with brick facades and others with glass and steel. The overall scene is a vibrant cityscape.

**COLUMBUS STATE**

**COMMUNITY COLLEGE**

Equity in Practice Across Ohio:  
Columbus State Community College

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IT IS LUNCH TIME

LUNCH

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# COMMUNITY MAPPING AND COLLEGE PRACTICE

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# ACTIVITY: COLLEGE MAPPING EXERCISE

As a team, complete the Community Mapping exercise on pages 8 and 9 of the worksheet.

You can not change the wind,  
but you can adjust your sails!

STRUCTURAL, PROCESS, AND  
ATTITUDINAL CHANGE FOR EQUITY

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**Integrated Perspective**

College Guiding  
Strategic Vision/Design

**EQUITY**

# College Guiding Strategic Plan

Programs

**Advising**

**Personal Supports**

**Academic Supports**

Projects/  
Initiatives

**Project 1**

**Project 1**

**Project 1**

**Project 2**

**Project 2**

**Project 2**

**Mature Services, Supports, Policies, and Practices**



Specialized  
Perspective

# College Guiding Strategic Plan

Programs

Advising

Personal  
Supports

Academic  
Supports

Equity

Projects/  
Initiatives

Project 1

Project 1

Project 1

Project 1

Project 2

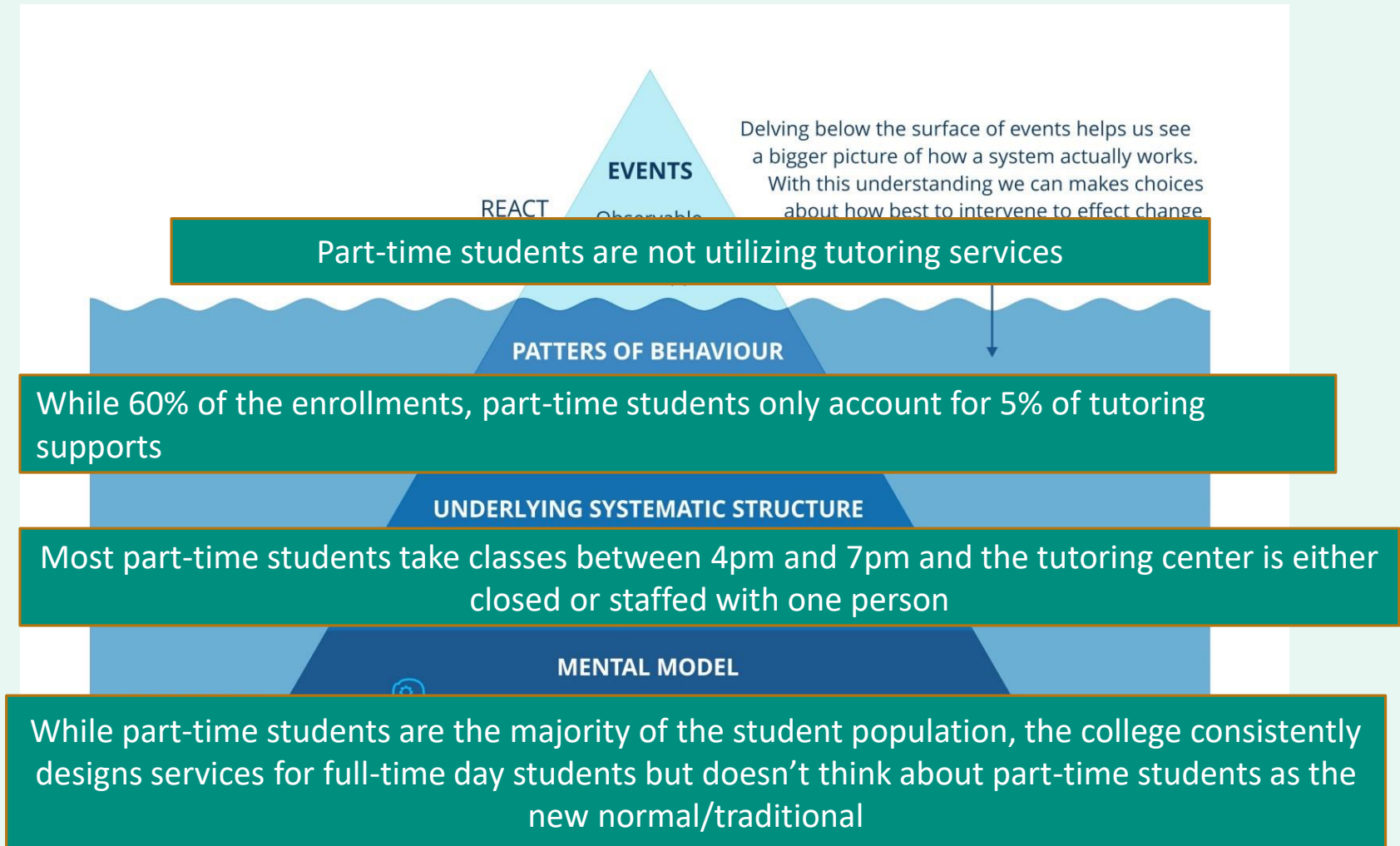
Project 2

Project 2

Project 2

Mature Services, Supports, Policies, and Practices

# DIGGING DEEPER INTO HOW THE COLLEGE WORKS





# ADDRESSING MENTAL MODELS THROUGH COURAGEOUS CONVERSATIONS

Erica Parish, Dean of Accreditation and Academic Support

# CHANGE



loading...

## MOVING TO ACTION FOR EQUITY

# IDENTIFYING ACTIONABLE NEXT STEPS

## Transformative Change



# LEVEL 1 CHANGES

These are changes primarily based in individual attitude, behavior and/or choice. College employees can make a change at this level with deep personal commitment and these changes often involve commitment to adopting a new approach and adapting that approach in daily work.

This includes working with faculty and frontline staff to identify student engagement strategies, internal service standards, and communication practices to improve student touchpoints, accuracy of information, and timeliness of referrals.

# LEVEL 2 CHANGES

These are changes primarily based at the department or unit support level requiring support from department/unit/division leadership to work as a group to make these changes, and require leadership endorsement, resources, and facilitation to ensure a cohesive approach.

This includes working with academic, student services, and operations unit leaders to identify opportunities for coordinated efforts, communication practices to improve collaborative intervention design and delivery, establish common definitions, and establish clarity on roles and shared responsibilities.

# LEVEL 3 CHANGES

These changes require executive level support, endorsement, resources, and institutional prioritization to achieve. They may involve policy, scaled practices across the institution, and structural changes to ensure the college has the foundation to achieve a stated goal or strategy at a systems level.

This includes working with executive leaders to identify policy recommendations, structural changes to support sustainable change, faculty and staff professional development needs at scale, faculty engagement strategies, integration points for high impact practices, and college systems opportunities and gaps.



# ACTIVITY: ACTION PLANNING

## Team Prioritization (**BE SPECIFIC**)

Work together to identify at least three actionable changes, the level of those changes, and an actionable next step in addressing those changes, along with a timeframe.

Actionable Changes	Level of Change	Immediate Next Steps	Due Date for Next Steps	Lead Individual



# HSS EQUITY RESOURCES

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# HELPFUL DATA RESOURCES

- Data on economic mobility broken down by race and gender (interactive charts): <https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html>
- Data on social mobility by district broken down by race/ethnicity, gender, parental income level (Census data) <https://www.opportunityatlas.org/>
- Paper/slides/data: Mapping the Childhood Roots of Social Mobility <https://opportunityinsights.org/paper/the-opportunity-atlas/>
- Overall college degree attainment rates, by county, and enrollment and completion statistics for 12,000 U.S. college campuses <https://interactives.americanprogress.org/maps/2018/12/Adult+Attainment+Report/index.html>
- United Way of Central Ohio <https://liveunitedcentralohio.org/social-indicators-map/>

# HOLISTIC STUDENT SUPPORTS REDESIGN

A TOOLKIT FOR REDESIGNING ADVISING AND STUDENT SERVICES TO EFFECTIVELY SUPPORT EVERY STUDENT



Here is a summary of what you will find in each chapter:

Chapter	Value Description	Page
CHAPTER 1: Understanding Holistic Student Supports	Provides a comprehensive overview of holistic student supports in theory and practice. Will help orient team members and senior leaders to the work and inform communication to the campus community.	8
CHAPTER 2: Setting a Vision for the Student Experience	Offers guidance and tips for developing a high-level student-focused vision to guide your redesign and engage stakeholders. This begins by developing a deep understanding of your students, so tools are provided to support this effort on campus.	20
CHAPTER 3: Self-Assessment and Improving Readiness	Introduces a readiness assessment for holistic student supports and a guide for taking and reflecting on these results to translate them into action and a refined vision.	26
CHAPTER 4: The Discovery Process: Know Your Student Experience	Introduces comprehensive tools and tips to ground the team in a deep, common understanding of the existing advising and student support model. Provides an approach for identifying service gaps and areas of focus for the student support redesign.	31
CHAPTER 5: Planning for Action	Offers tips, templates, and activities that you can use to structure a planning period that will result in a strong plan of action, guided by your student-focused vision.	50
CHAPTER 6: Crafting a Communication Strategy	Provides templates and a guide to focus your discussions and prompt consideration of all variables in developing a communication strategy.	55
CHAPTER 7: Tracking Progress and Impact	Provides practical worksheets, instructions, and examples to help institutions plan and execute ongoing, effective performance tracking of your holistic student support approach.	62
CHAPTER 8: Getting the Right Data into the Right Hands	Provides guidance on how institutions can democratize data on their campus in an inclusive, practical, and relevant way for key stakeholders.	70
CHAPTER 9: Developing a Training and Professional Development Strategy	Offers tips and templates to guide the creation of a plan for the training and professional development of staff, faculty, and students necessary for the successful adoption of your holistic student supports redesign.	75
CHAPTER 10: Building Meaningful External Partnerships	Looks at how to utilize external partnerships to help provide services and connect your college more deeply with the community and state agencies that serve your students.	81
CONCLUSION	Ties all chapters together and provides ways to get additional support and resources to further the implementation of your holistic student support redesign.	90
APPENDIX A: Strategies for Grounding Your Redesign in Equity	Offers four practical strategies for ensuring your redesign is built with equity in mind.	91
APPENDIX B: HSS in Action	Provides a deeper look at what holistic student supports can look like in practice through the experience of one WSSN institution.	94
APPENDIX C: Student-Centered Design Process	Outlines a creative, solutions-focused process that ensures a clear understanding of the current student experience and centers on student perspectives, needs, and wants.	98
APPENDIX D: Case Management and Early Alert Technology Evaluation	Provides guidance and tips for the selection and implementation of case management/early alert technologies.	104
APPENDIX E: Degree Planning Technology Evaluation	Provides guidance and tips for the selection and implementation of degree planning technologies.	107
APPENDIX F: Predictive Analytics Technology Evaluation	Provides guidance and tips for the selection and implementation of predictive analytics technologies.	110
APPENDIX G: Scaling Success Themes	Offers discussion questions and tips for scaling your student support redesign.	114
	support needs.	116

<https://www.achievingthedream.org/resource/17502/holistic-student-supports-redesign-a-toolkit>

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## HIDDEN RULES AMONG CLASSES / FROM RUBY PAYNE'S "UNDERSTANDING POVERTY"

	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People	Things	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	If for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of people he/she likes.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into norm of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and history most important. Decisions made partially on basis of tradition and decorum.
EDUCATION	Valued and revered as abstract but not as reality	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
DESTINY	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.	Noblesse oblige. ('Nobility Obliges')
LANGUAGE	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about networking.
FAMILY STRUCTURE	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has money.
WORLD VIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	See world in terms of international view.
LOVE	Love and acceptance conditional, based upon whether individual is liked.	Love and acceptance conditional and based largely upon achievement.	Love and acceptance conditional and related to social standing and connections.
DRIVING FORCES	Survival, relationships, entertainment.	Work, achievement.	Financial, political, social connections.
HUMOR	About people and sex.	About situations.	About social faux pas.



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THANK YOU!

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