Wrap Around Services: Building Effective Buy-In in Student Services

Spokane Falls Community College
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Learning Objectives

- Objective 1: Discuss Why Guided Pathways
- Objective 2: Walk away with strategies related to developing your campus definition of Guided Pathways
- Objective 3: Understand ways to use relational theory to on-board supporters and skeptics in Guided Pathways
- Objective 4: Obtain 1 strategy to increase understanding of Guided Pathways in Student Services

A Path to Student Success

- Guided Pathways is a research-based approach that simplifies choices for students. ~ Joe Holiday
- Course are grouped to create a clearer path to completion from community colleges

Led By Four Principles

- Clarify the Paths
- Help Students Get on A Path
- Help Students Stay on the Path
- Ensure Students are Learning

Adapted from Davis Jenkins, Hana Lahr, and John Fink. (2017). Implementing Guided Pathways: Early Insights From the AACC Pathway Colleges

So what?

- Redesigning America’s Community Colleges
- Put a spotlight on community colleges
- Touched on the areas within Academic and Student Affairs
- Outlined the cost benefits to the students and institutional resources
- Reviewed ways of supporting students struggling in a system that was not designed for them

Who Are We and Why Adopt

Spokane Falls Community College meets the needs of our community by advancing student achievement through quality, accessible learning opportunities that embrace diversity, promote equity, and foster global awareness.

- Degrees & Certificates Awarded: 1,084
- Student Profile: Annual Head Count Count 7,577
- Attend Full-time 61.1% Attend Part-time 38.9%
Strategies

- Identify why Guided Pathways will improve student experience
- Identify key players
- Create a plan to engage the campus in planning & implementation
- Establish a timeline

What We Did

- Convened a Learning Community
- Convened a taskforce
- Established specific teams
- Developed a framework

Assemble Team of Sponsors

- What is a Sponsor?
  - A person(s) with institutional pull (with or without a senior title) that has the power to shift attitudes and persons [on a campus]
- Send to conference with implementer to bond
- Side Conversation
Recycle and/or Slow Down

- Assess how this initiative will function going forward and for how long
- Make a decision
- Core people....

Why Did We Decide to Send a Small Group to Define the Bones

- Reconcile the 2 major spaces inside the same house
- Have small groups with members from both working spaces
- Create an implementation timeline
- Define a definition

Turning Point

Core Competencies
- Conceptual
- Informational
- Relational
- Joint leadership and teamwork
- Planning
- Implementation
Student Services Engagement

- Define a goal
- Define a definition for pathways
- Think about what PoCs need to know

Conceptual

- Share Guided Pathways
- Roll-out planning
- Department follow-up
- Data tracking and coding
- Communication plan to off-campus stakeholders

Relational

- Stakeholders and their personalities
- Department specific scripts
- Behavior change around the campus

Informational

- Stakeholders and their personalities
- Department specific scripts
- Behavior change around the campus

Make Implementation Soft and Fun

- Created 2 retreats
- First Retreat
  - Intended to:
    - Define Pathways at SFCC
    - Answer basic questions
    - Have departments think about ways service in their areas would change
Example and Exercise

Based on your department’s perspective and expertise, what are the perceived current barriers within your department that may impact students’ success at your institution?

As the content expert of your work, what are potential solutions to overcome these perceived barriers?

Activity (2-minutes)

Continue good vibes for success

Second Retreat

Intended to:
- Answer questions from the first retreat
- Acknowledge the work being done
- Allow for departments to share what they are doing or struggling with
- Done in interdepartmental groups (first part)
- Done in intradepartmental groups (second part)
- Help departments acknowledge what they fail to see as positives
- Pathways Jeopardy

Example and Exercise (Interdepartment)

What are some common misconceptions about your own area?

What do you want other departments to know about your area?

Activity (2-minutes)
Example and Exercise (Intradepartmental)

Activity (2-minutes)

- Outline the current on-boarding process for your department by explaining ways students access your service(s)
- With current fiscal and personal realities, what are 3 of the easiest things you can change/improve in your area for implementation within 3-months

Challenges (aka: Risk Register)

A risk register:

- Is an non-exhaustive list of uncertain event(s) or condition(s) that, if it occurs, has a positive or negative effect on a project’s objectives and/or outcomes

<table>
<thead>
<tr>
<th>Risk ID</th>
<th>Risk Description</th>
<th>Consequence</th>
<th>Likelihood</th>
<th>Rank</th>
<th>Control</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Question on performance measures not available</td>
<td>Significant</td>
<td>Moderate</td>
<td>Medium</td>
<td>Accept</td>
</tr>
<tr>
<td>2</td>
<td>Example: on time delivery for textbook</td>
<td>Major</td>
<td>Rare</td>
<td>Medium</td>
<td>Control</td>
</tr>
<tr>
<td>3</td>
<td>External examiner defects on grading materials</td>
<td>Major</td>
<td>Very high</td>
<td>Medium</td>
<td>Control</td>
</tr>
<tr>
<td>4</td>
<td>Board Committee meetings delayed, resources unavailable</td>
<td>Minor</td>
<td>High</td>
<td>Medium</td>
<td>Control</td>
</tr>
<tr>
<td>5</td>
<td>Low availability of Subject Matter Experts to advise and mentor students</td>
<td>Significant</td>
<td>Unlikely</td>
<td>Low/high</td>
<td>Control</td>
</tr>
</tbody>
</table>

Thank You

Questions

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