

***OUR CAMPUS ECOSYSTEM: STAFF &
FACULTY COLLABORATIONS FOR
STUDENT EQUITY AND ENGAGEMENT***

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Michigan State University

DEFINING STUDENT ENGAGEMENT & SUCCESS

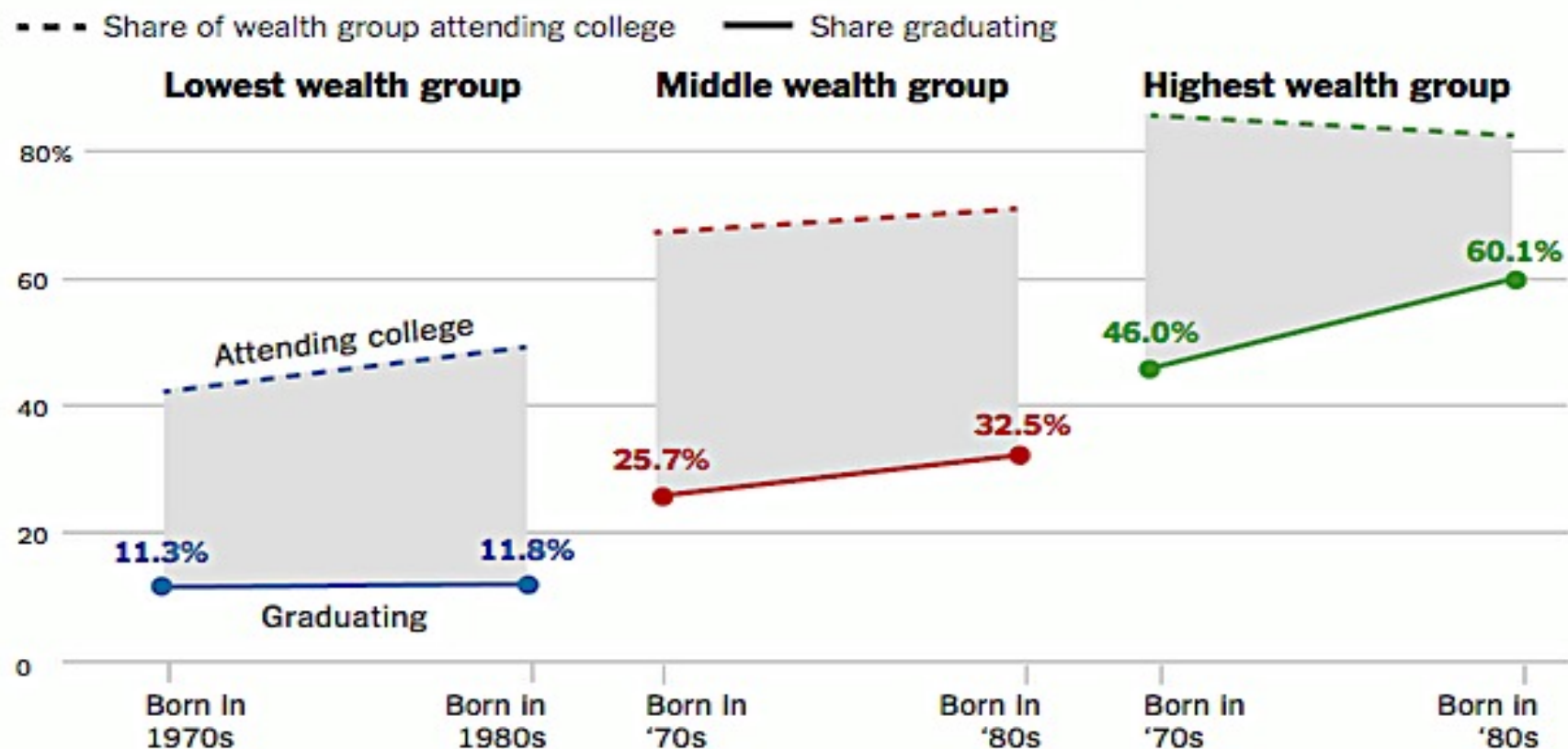
- Participating in educationally and developmentally meaningful activities
- Learning, as in areas defined by AAC&U and other outcomes agendas
- Development: Personal, social, intercultural
- Ensuring students meet their goals
- Metrics: For example, 4 and 6 year graduation rates

WHERE ARE THE EQUITY GAPS?

- Access – who goes and where?
- Persistence – who stays?
- Attainment – who completes?
- Gaps across race, ethnicity, sex, income, and more

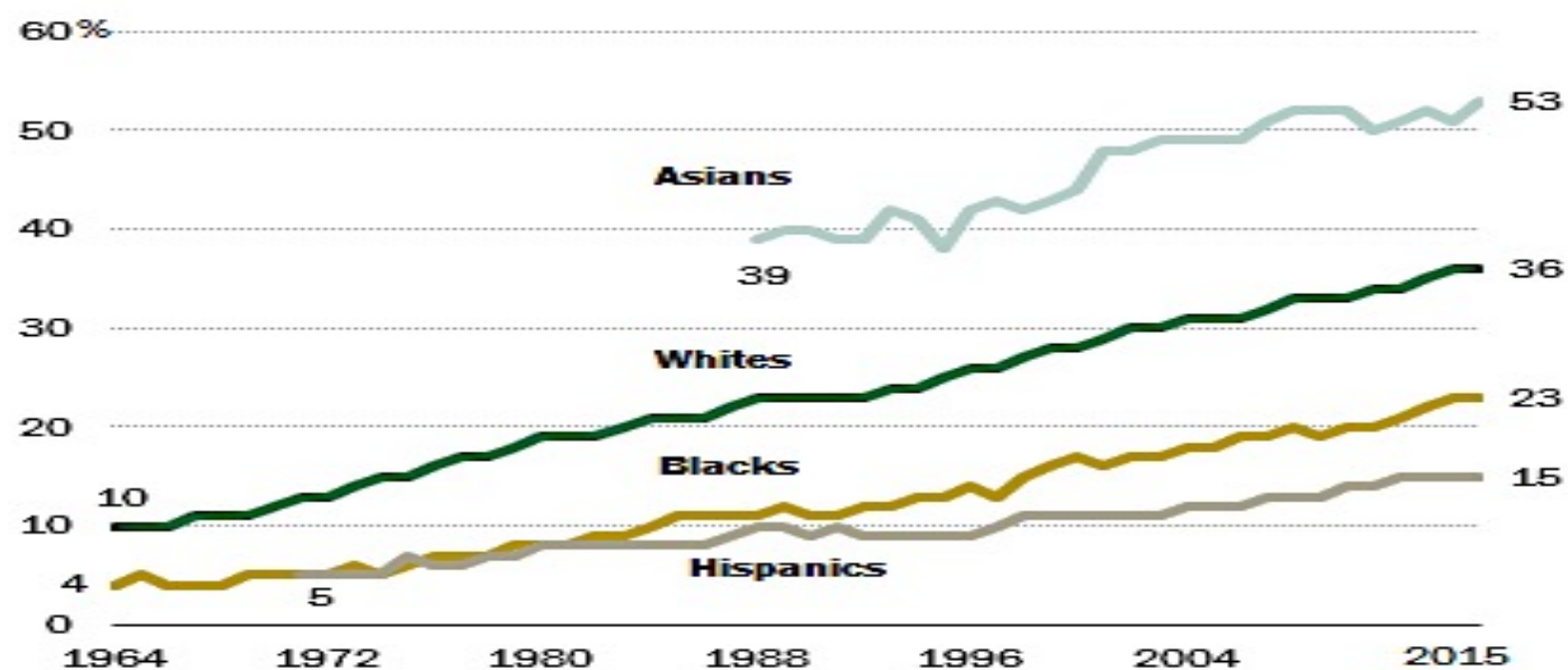
More Students, and Yet...

For the poorest wealth group, college attendance has risen, but college graduation has not.



Note: Wealth categories are based on a person's parents' wealth when the person was 10-14 years old. Lowest wealth group is the bottom 40 percent of households; middle wealth is the middle 40 percent; upper wealth is the top 20 percent. Educational outcomes are at age 25. Source: Fabian Pfeffer, "Growing Wealth Gaps in Education," the journal *Demography*. | By The New York Times

% of U.S. adults ages 25 and older who have at least a bachelor's degree



Note: Whites, blacks and Asians include only those who reported a single race. Native Americans and mixed-race groups not shown. Data for whites, blacks and Asians from 1971 to 2015 include only non-Hispanics. Data for whites and blacks prior to 1971 include Hispanics. Data for Hispanics not available prior to 1971. Hispanics are of any race. Data for Asians not available prior to 1988. Asians include Pacific Islanders. Prior to 1992 those who completed at least 16 years of school are classified as having a bachelor's degree.

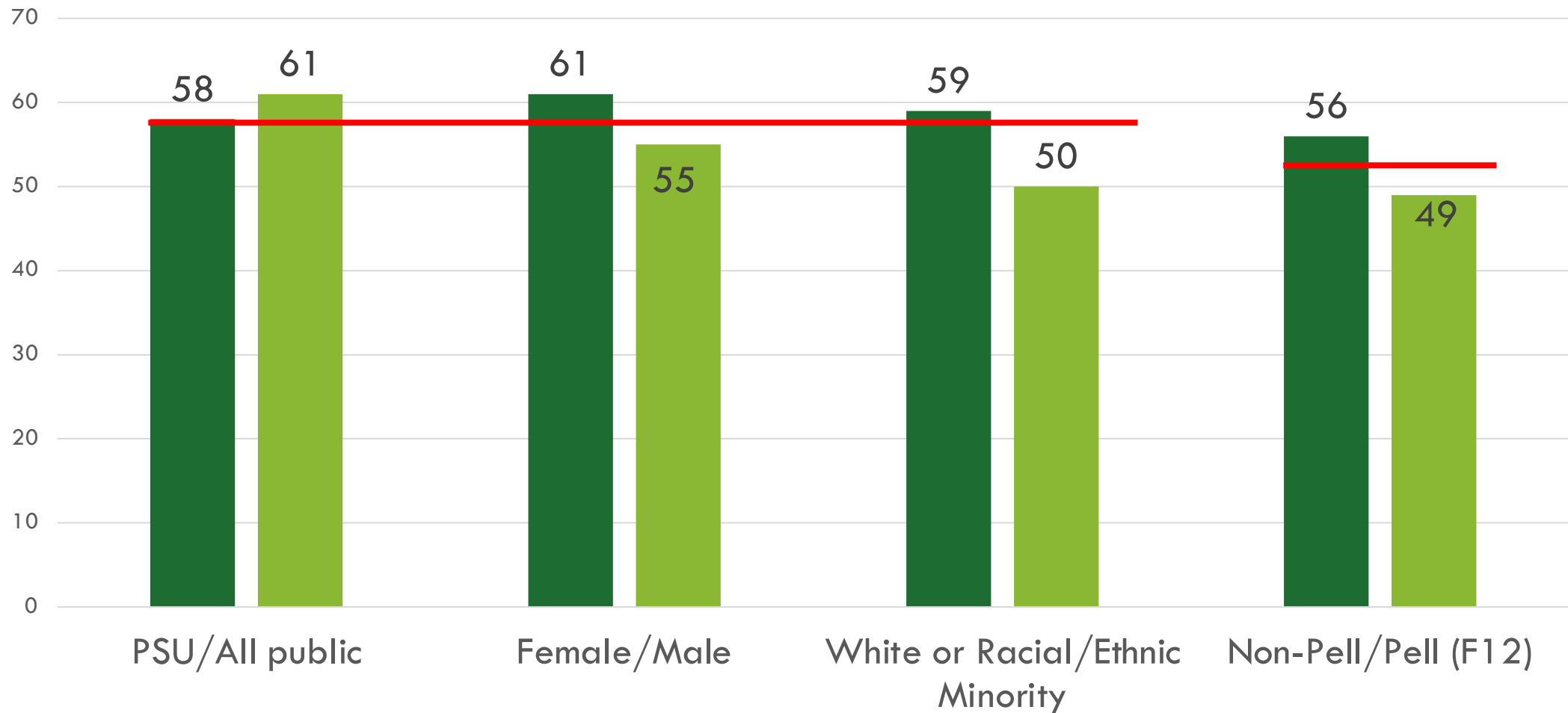
Source: Pew Research Center tabulation of the 1964-2015 Current Population Survey Annual Social and Economic Supplement (IPUMS).

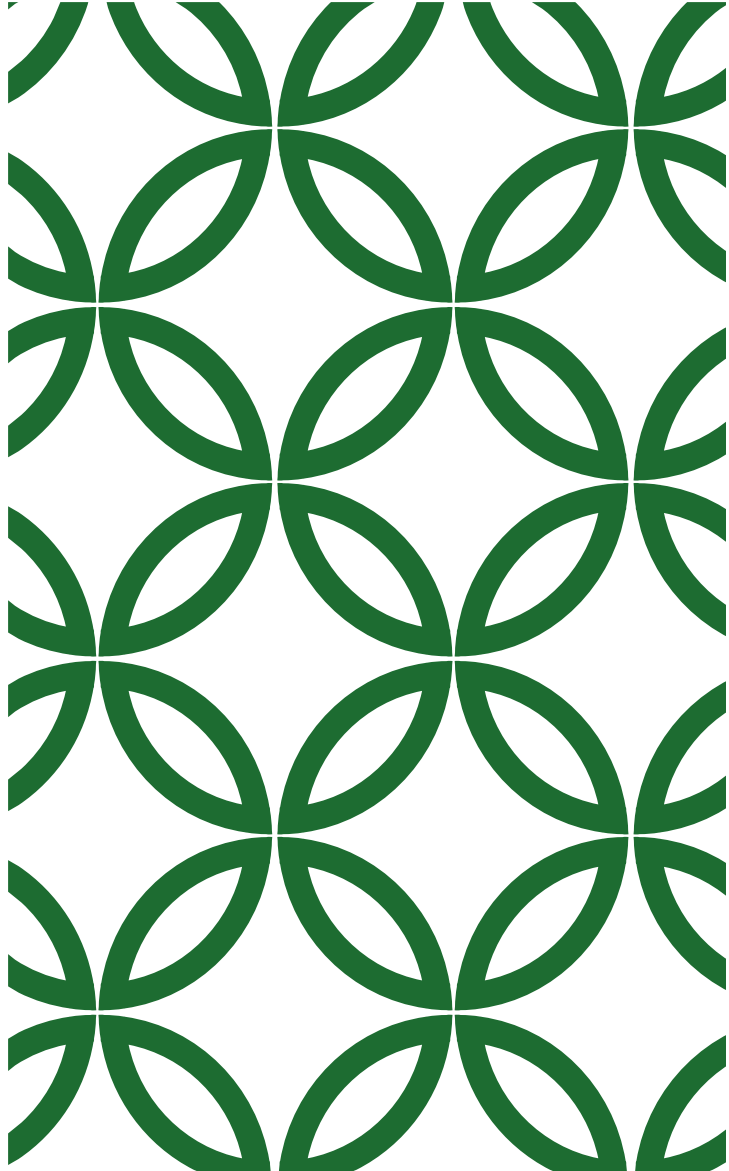
"On Views of Race and Inequality, Blacks and Whites are Worlds Apart"

PEW RESEARCH CENTER

PLYMOUTH STATE UNIVERSITY

6-year graduation rates, entering fall 2014





**EVERY SYSTEM IS PERFECTLY
DESIGNED TO GET THE
RESULTS IT GETS.**

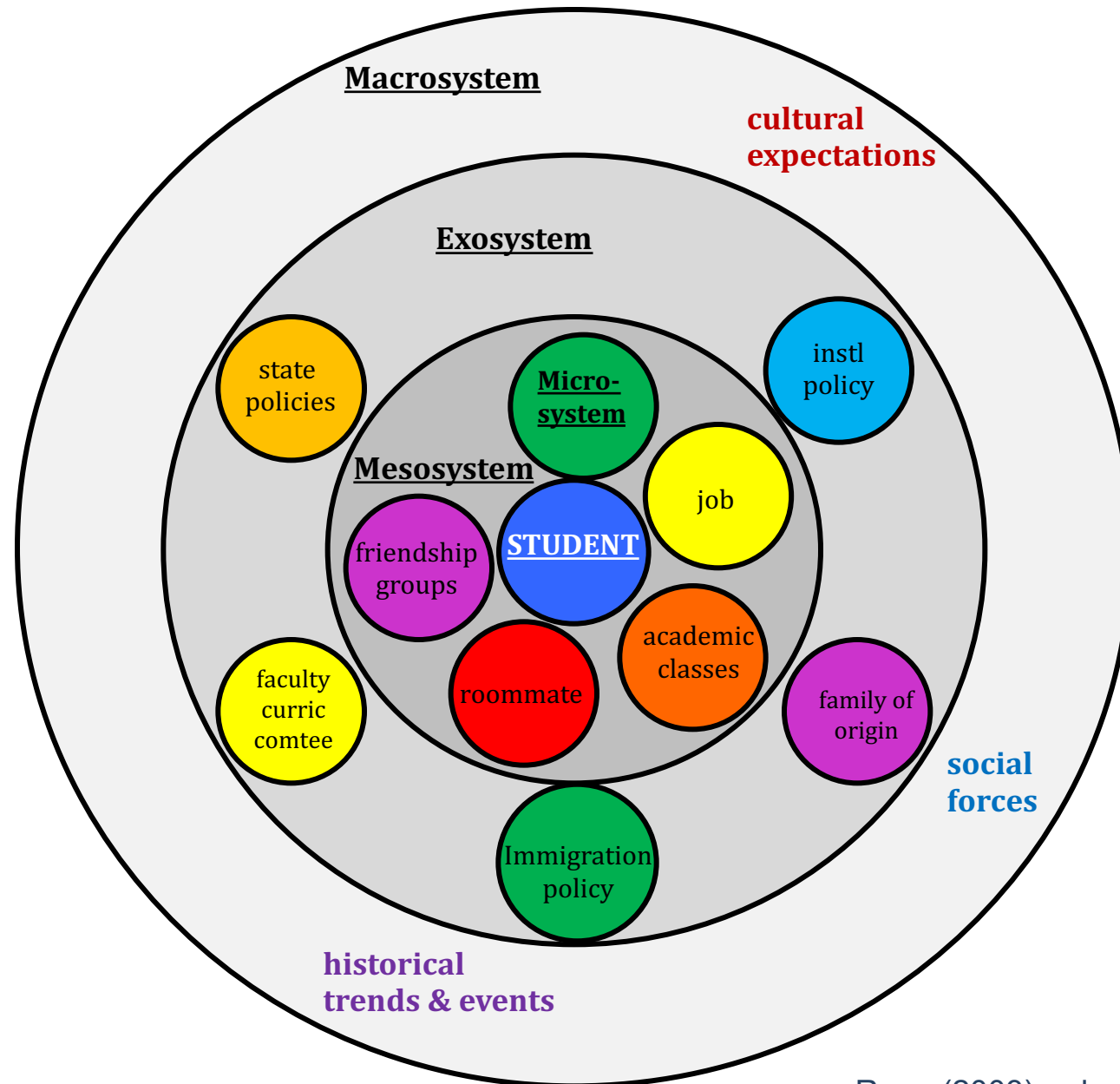
(SOMETIMES ATTRIBUTED TO W. EDWARDS DEMING)



SYSTEMIC BARRIERS: SILOS



College Student Ecosystem



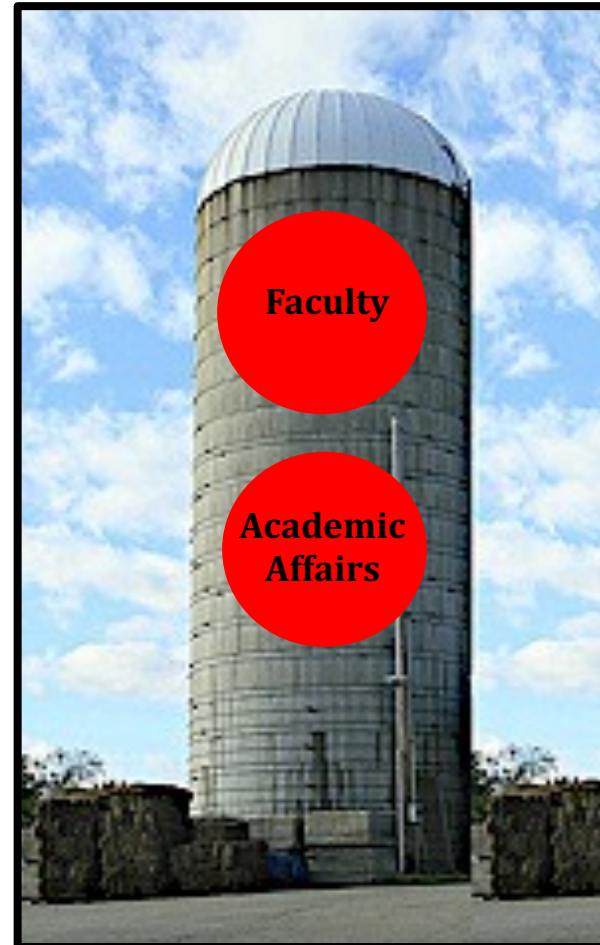
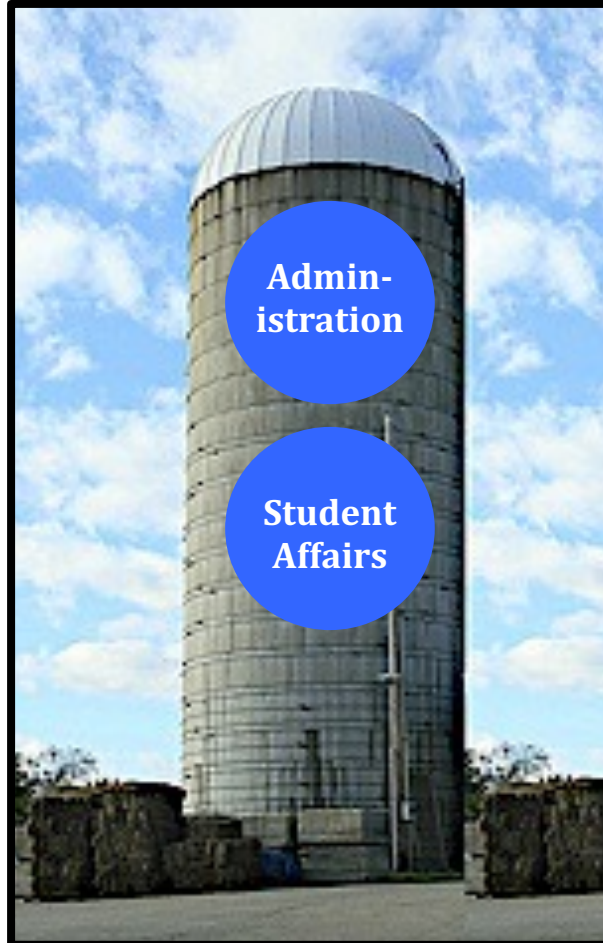
HIGHER EDUCATION ORGANIZES ITSELF (MORE) LIKE THIS

Families

Jobs

Federal
Policy

Social/
Cultural
Forces



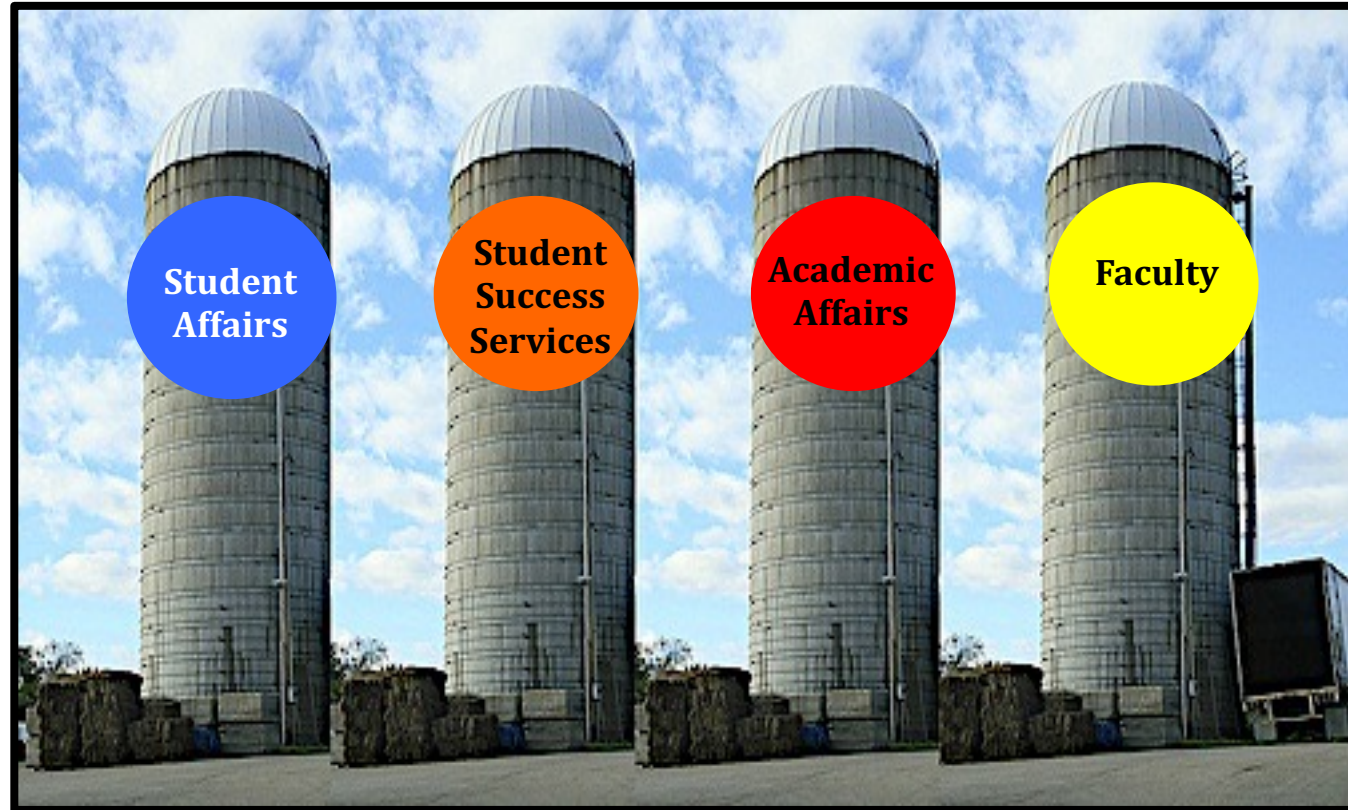
AND THERE IS MOVEMENT TOWARD THIS

Families

Jobs

**Federal
Policy**

**Social/
Cultural
Forces**

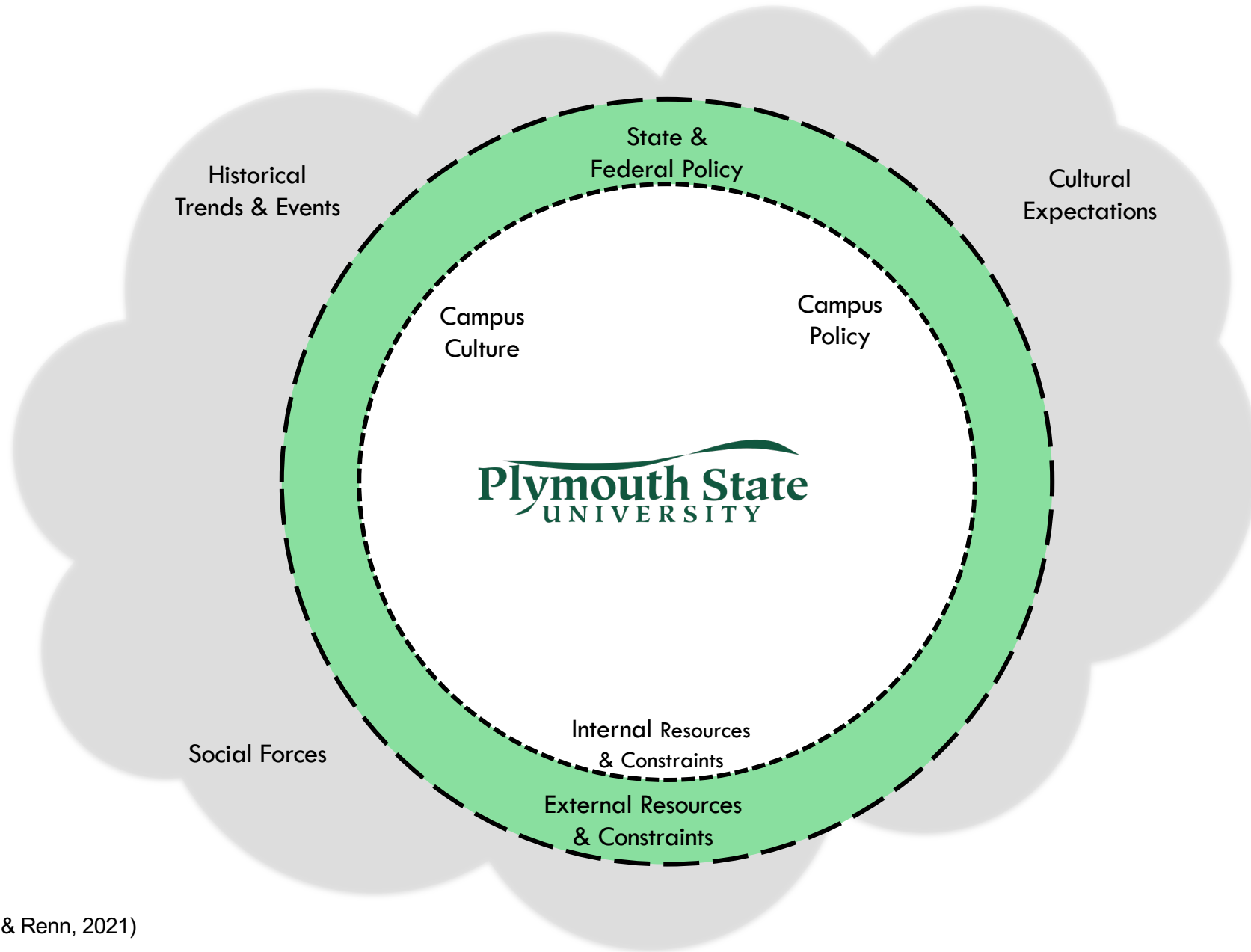


**Student
Affairs**

**Student
Success
Services**

**Academic
Affairs**

Faculty



(Adapted from Torres & Renn, 2021)



Student
Affairs

Theories: Student Development

Values: Holistic; Diversity & Inclusion

Beliefs: Development occurs through balance of challenge & support through of processes exploration and commitment

Activities: Design environments to promote development

Theories: Retention

Values: Students responsible for engaging in activities that lead to success (e.g., High Impact Practices)

Beliefs: Students will respond to institutional policies/incentives

Activities: Responding to metrics; Providing incentives to faculty to add to student success



Academic
Affairs



Faculty

Theories: Teaching and Learning;
Disciplinary

Values: Prioritize academic freedom,
individual achievement, “merit”

Beliefs: Varies from “blame the student”
to deeply engaged in success work

Activities: Teaching and related
academic activities

Theories: Positive psychology, grit, resilience

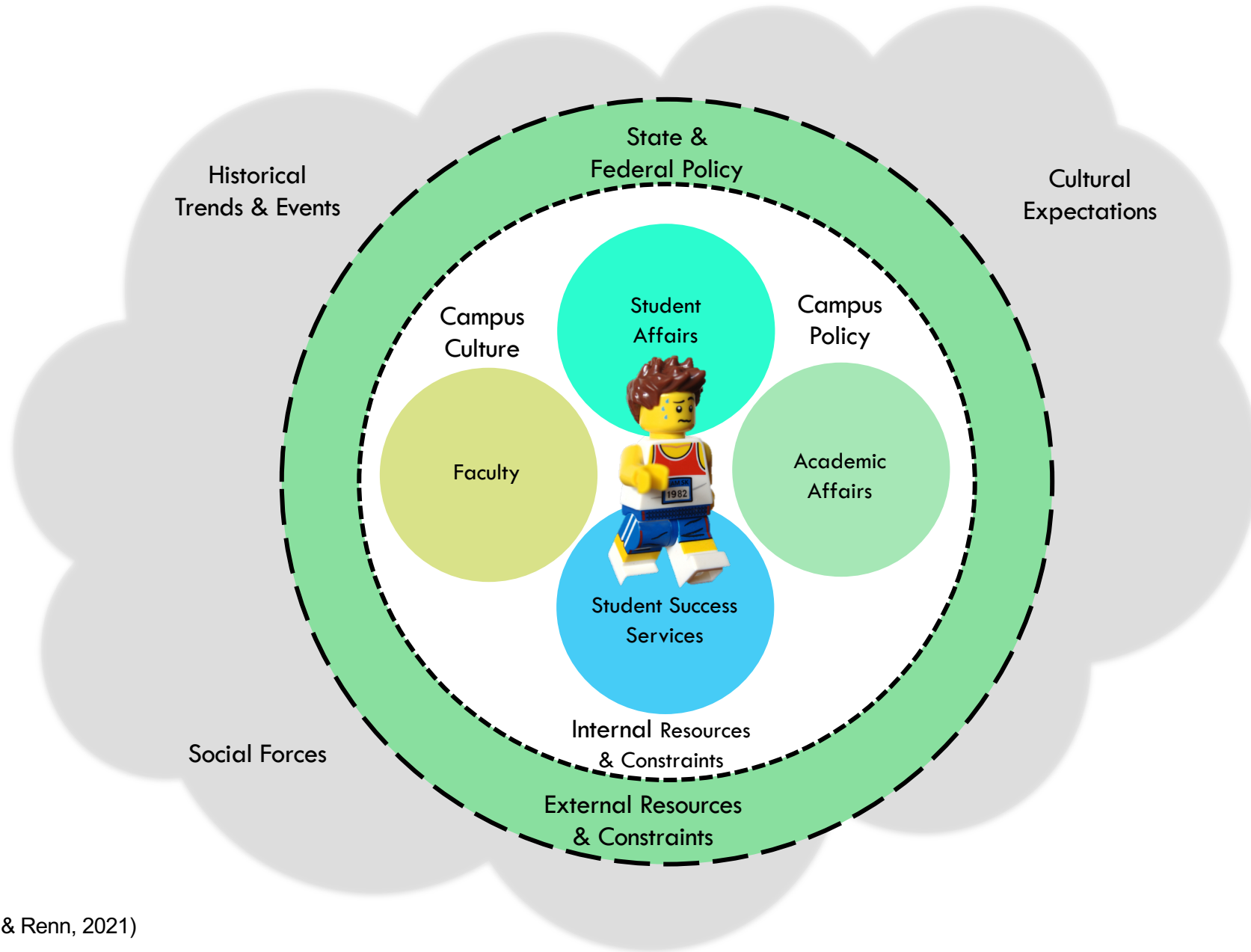
Values: Institution should provide resources to meet gaps in knowledge & academic skills

Beliefs: Students can build on strengths to activate mindsets that will lead to success

Activities: Advising, coaching, cohorts, bridges, tutoring, academic help, learning communities



Student
Success
Services



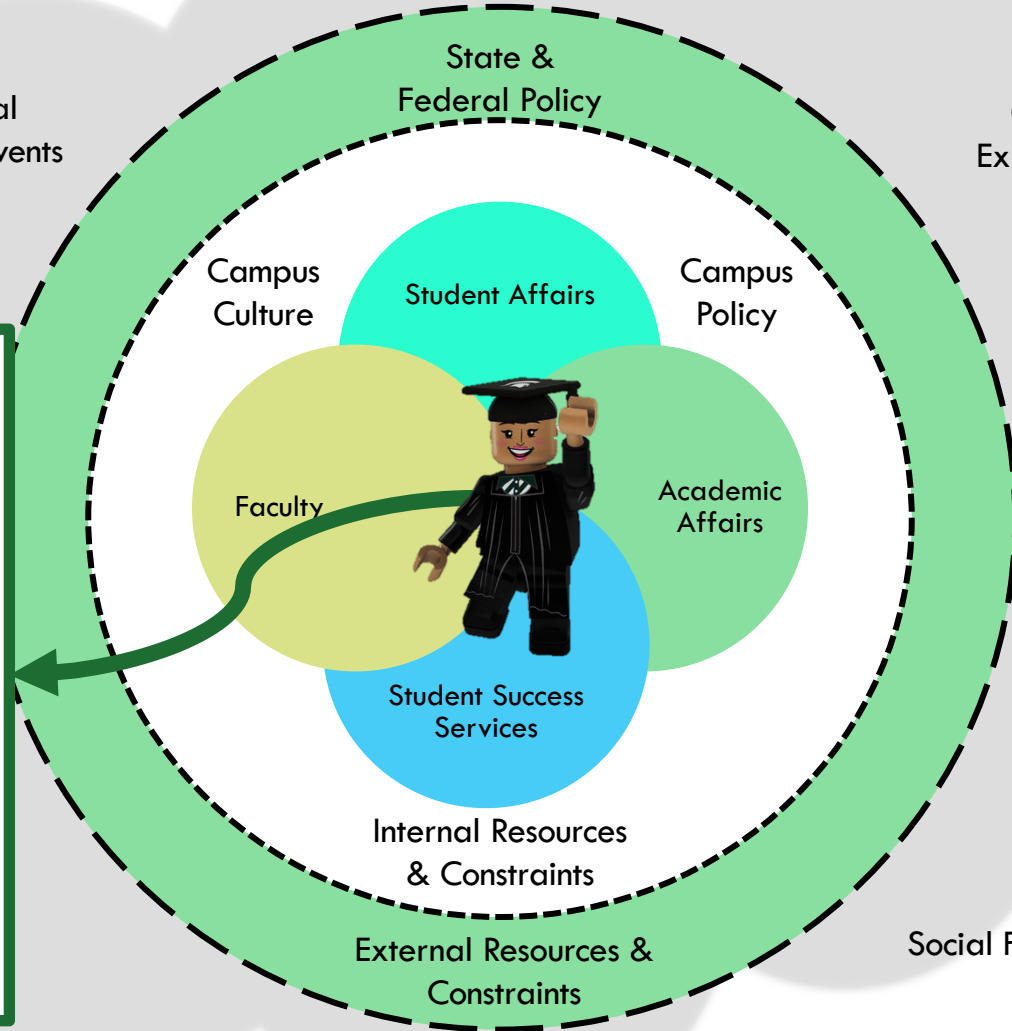
(Adapted from Torres & Renn, 2021)

Essential Elements for Student Success:

- Basic needs
- Sense of self
- Community
- Internal motivation
- Engagement
- Growth mindset
- Navigable pathways
- Curriculum & pedagogy

Historical Trends & Events

Cultural Expectations





SYSTEMIC BARRIERS: LOW BRIDGES



BREAKING DOWN SILOS, FIXING LOW BRIDGES: COLLABORATING FOR STUDENT SUCCESS

- Involves staff *and* faculty, academic *and* student affairs
- Is rooted in culture of evidence
- Is not (just) about programs
- Acknowledges interconnectedness and builds synergy
- Requires organizational alignment
- Centers and values student success over sub-organizational identities and territory

A PHILOSOPHY OF STUDENT SUCCESS

- All students can succeed
- Equity is key goal: Close opportunity gaps
- Increasing success is a moral imperative
- Evidence comes from many sources but some is more compelling than others
- Organizational and individual capacity building are an ongoing process
- We can work across silos to center student success

HOW DO WE COLLABORATE TO PUT STUDENT SUCCESS AT THE CENTER?

- Days like today, when you come together across areas to focus on students are evidence that you're already working in this direction
- Process mapping to identify points that derail students
- Barriers and facilitators – low bridges and overpasses

PROCESS MAPPING: A DATA-BASED APPROACH TO COLLABORATING FOR STUDENT SUCCESS

- Developed mainly for business processes
- Numerous applications for student success - for identifying “low bridges”
- University Innovation Alliance adopted this approach – Georgia State, Michigan State, and beyond

Not As Easy As One-Two-Three

For Students, Onboarding Is a Complex Web of Services



Education
Advisory
Board

Community College Forum

Administration's Perspective

College administrators and staff often see intake and orientation as a linear path from application to enrollment. A series of subprocesses comprise the onboarding process, from application to advising and financial aid, to enrollment. However, students experience anything but a simple process.



MSU: GETTING OUT OF STUDENTS' WAY

- Identified a problem: “Students don’t read email any more” OR “Students don’t respond to email”
- Process of interest: Communication from MSU to students from commitment to end of 1st term
- How might low-income, first generation, Black, Latinx, and/or Native American students experience these communications?

BROUGHT 65 PEOPLE TO THE ACTIVITY

- Admissions
- Pre-Major Advising
- Assoc Provost Undergrad Ed
- Office for Inclusion &
- Intercultural Initiatives
- Information Technology Services
- Controller's Office
- Office of the Provost
- Registrar
- Residence Education & Housing Services
- Office of the VP for Student Affairs & Services
- Academic Colleges – Advisors and Faculty
- Student Success Programs
- Financial Aid
- Institutional Research
- Orientation

YEAR 1



	SUMMER			FALL				SPRING					
	May	June	July	August	September	October	November	December	January	February	March	April	May
Office of Financial Aid	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]		[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
Office for Inclusion and Intercultural Initiatives	[Sticky Note]		[Sticky Note]	[Sticky Note]	[Sticky Note]				[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
Assistant Vice President for Student Affairs and Services			[Sticky Note]	[Sticky Note]					[Sticky Note]		[Sticky Note]		
Office of the Registrar		[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
Master of Arts in Teaching Program	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
Director's Office	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
Undergraduate Learning Division	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
Office of Student Education and Learning Services	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
Office of Admissions	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
Office of Student Services	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
Office of Neighborhoods	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]

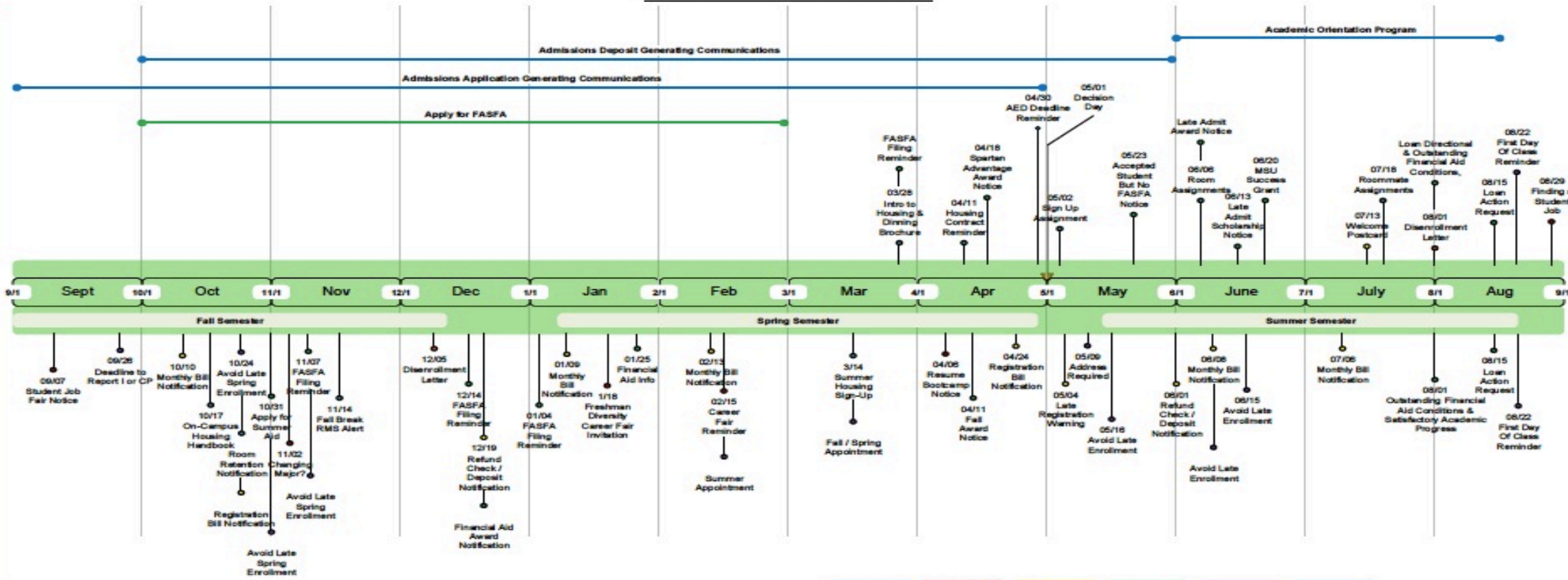
- WE LEARNED:
 - HUNDREDS OF EMAILS
 - DOZENS OF PORTALS
 - HUNDREDS OF HOLDS

- WE ACTED:
 - KEY FUNCTIONS TEAM
 - PRIORITIZATION & REDUCTION
 - ALTERNATIVES TO EMAIL

- WE BUILT A COMMUNITY OF PROFESSIONALS FOCUSED ON STUDENT SUCCESS

Communication Timeline AY Year 0 & 1

Academic Year 0



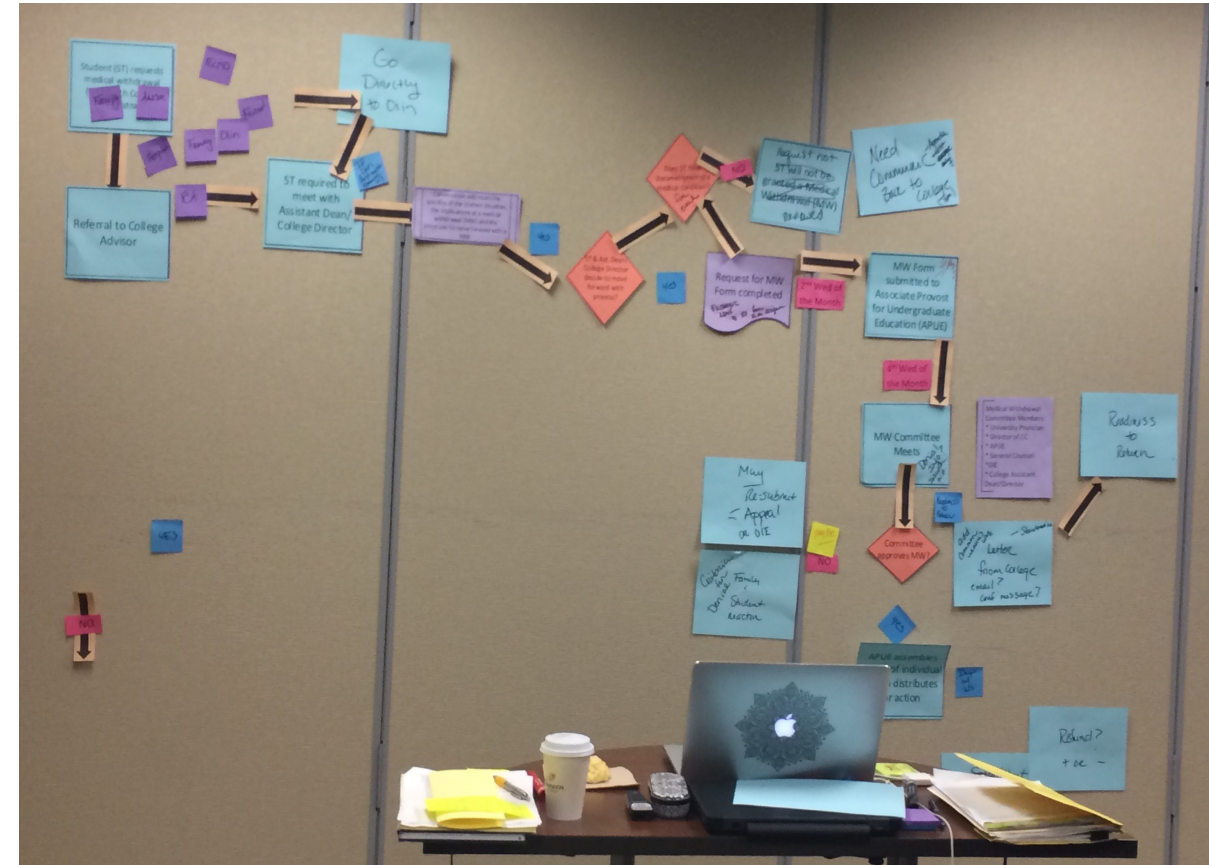
Academic Year 1

Housing
Career Services
Controllers Office
Financial Aid
Registrars
Admissions

ACROSS THE UNIVERSITY INNOVATION ALLIANCE*

- Medical withdrawals and readmission
- Academic probation, dismissal, and recovery
- Removing enrollment holds
- Financial aid communications
- Community college transfers
- Declaring/entering majors
- New student orientation
- Accessing veterans' benefits
- Returning after many years

*www.theuia.org



COLLABORATING TO PROMOTE STUDENT SUCCESS

- Barriers
 - Organizational cultures
 - Habit or inertia
 - History of turf, stubbornness, hurt feelings
- Facilitators
 - Common understanding of student success
 - Student success mindset
 - Mutual benefit
 - Structures: Cluster Approach



COLLABORATING TO PROMOTE STUDENT SUCCESS

- Identify champions and stakeholders
- Start with easier wins – amplify the choir
- Focus on small bites – assess, adapt, scale
- Recognize partners and help them describe their work to their peers – give platforms and scripts
- Acknowledge historical and contemporary barriers
- Look for existing successes that haven't been acknowledged – lift them up and invite them in
- Be patient – change takes time

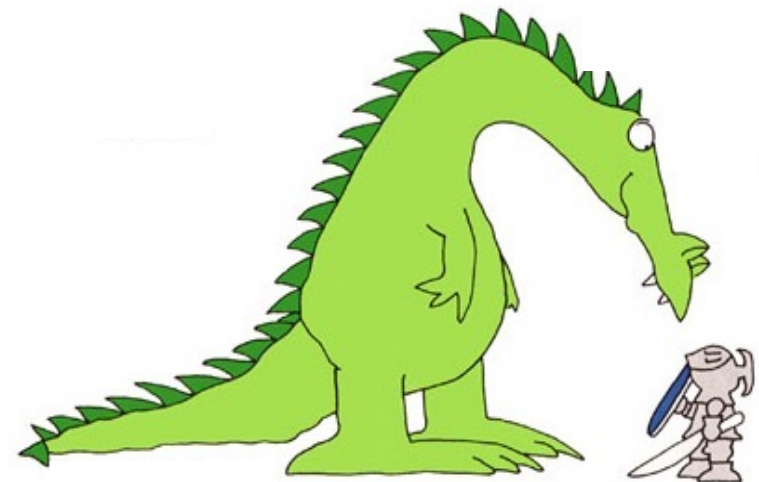


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- make friends across staff in
aid, student affairs, faculty
and instructors, health & wellness
design around *students*

CLOSING THOUGHTS

- Examine ecosystem
- Be good partners – make friends across staff in advising, IR, financial aid, student affairs, faculty development, faculty and instructors, health & wellness
- Process map and design around *students*
- Be brave



NO GUTS,
NO GLORY.

Bynnton

QUESTIONS



REFERENCES

Renn, K. A. (2003). Understanding the identities of mixed race college students through a developmental ecology lens. *Journal of College Student Development*, 44, 383-403.

Torres, V., & Renn, K. A. (2018, November). Does metric-centered leadership generate more silos? An organizational model for student success integration. *Change*, 53 (2), 49-56.