SSIPP Reflection Questions

Please review and reflect on the following questions. We will begin to work through them to reflect on the work we've accomplished over the last four years. The questions will also help the PIT Crew identify areas that require further attention.

STRATEGIC

■ To what extent have you articulated an approach for guiding each student along their entire educational pathway, and the role that student services staff, counselors, counseling faculty, and instructional faculty play within this approach?

> • What protocols and practices do you provide to guide interactions with students and define critical activities across key milestones?
> • How are these protocols and practices communicated to all stakeholders?
> • What percentage of all faculty and staff understand and can articulate how the student support ecosystem is structured?

■ How do your practices and procedures guide the depth of engagement required to meet each student's needs? For example, how do you know which students need light-touch support and which need deeper engagement?

SUSTAINED

■ How much of your support efforts are focused on first-semester students, first-year students, probationary, continuing students, and students close to completion, transfer, and/or workforce entry?

■ How many individuals are students "handed off" to during their educational journey?

> • How many of these hand-offs are "warm"—meaning they are structured, communicated, and personalized—and how many are "bounces," meaning students are sent to another office without an introduction or clear set of instructions?

■ How does the college help build community between students and their peers, members of similar affinity groups, faculty, and student support professionals in an ongoing way?

INTEGRATED

■ In what ways do you make sure that programs, services, and cocurricular activities are inescapable in order to ensure equitable access? To what extent are supports opt-in rather than opt-out?

> • How are students regularly screened for and connected to nonacademic supports throughout their college journey, including basic needs and financial stability services?
> • How do classroom activities help students learn about supports, resources, and co-curricular opportunities?

■ How are equity programs (e.g. EOPS, Umoja, Puente) connected to broader support services?

> • How are non-equity program support staff (e.g. those not working in equity programs) supported in providing culturally-responsive, equity-minded supports to the students with whom they work?

PROACTIVE

■ What prompts you to reach out to students?

> • What data or personal knowledge do you leverage?
> • How do you know if a student is off path or struggling in a course? What happens once this is discovered?
> • How do you celebrate when a student reaches key milestones?

■ How often do college faculty and staff explore underlying causes for a student's challenge in order to connect them to additional resources that could prevent further issues down the line (e.g. connections to food assistance or federal benefits)?

■ What is the balance between student-initiated and support staff-initiated contact on your campus?
PERSONALIZED
■ How would the average student describe your system?
■ If you asked, would students be able to name "their person" or know where to go for help?