

S.O.A.R. Success Outcomes Active Relationships: Bridging Educational Silos to Foster Student Success Through a Culture of Care

The modern educational environment emphasizes not just knowledge transmission but the development of holistic, adaptive learners. However, the current institutional prevalence of silos creates a disconnect in implementing culturally relevant and engaging practices and establishing a culture of care. We are proposing transformational change by implementing a seamless culture of care through professional development. The goal is to improve student outcomes by creating an environment that nurtures students' academic, personal, and professional growth.

Advising Challenges:

- Building and maintaining a repository of student resources can be a challenge
- High ratio of students per advisor - Advisor caseloads are too large to implement a culture of care
- Ensuring that everyone can access the resources from multiple entry points
- Staff/advisors are not always aware of how to address students' needs insecurity

Advising Reforms:

- Designate a single person or team who is responsible for collecting and maintaining a repository of resources for students.
- Track and measure caseload of advisors.
 - Collect and analyze data about student persistence rates over time – pre & post culture of care professional development.
 - Schedule follow-up days for advisors to reach out and check-in with students concerning needs discussed previously.
- Implement and train across faculty and staff – empower staff to send in an early alert to assist students in crisis or distress.
 - A needs assessment will be sent out to students to determine where gaps in resources or assistance exist.
 - Early alert includes check boxes encompassing a variety of success needs: academic, financial, physical, mental health, and supports.

Instruction Challenges:

- Students' needs insecurity
- Communication and technology barriers
- Faculty buy-in to implement active and applied learning techniques
- Culturally relevant pedagogy – creating a culture of care

Instruction Reforms:

- Students' needs insecurity
 - Provide supports on campus when possible (food bank, rent assistance, bus passes, childcare options, mental health counseling, etc.)
 - Train and inform faculty and administrators who to contact for assistance and where student resources can be found.
 - Walk the student to the appropriate person/location.
 - Demonstrate where off campus resource assistance can be found on college websites, LMS, flyers, etc.
 - Create needs assessment to discover most needed services/recourses for your institution.
 - Submit Early Alert, which includes check boxes for students' needs.

- Communication and technology barriers
 - Implement workshop to educate faculty on understanding cultural barriers when communicating with students.
 - Instructors focus on welcoming students each day and implement activities for collaborative learning and relationship building.
 - Instructors share experiences that show relatability to students.
 - Instructors establish a safe classroom environment for communicating.
 - Provide demonstrations or videos vs. written or oral directions.
 - Demonstrate how to use technology. Do not assume students know how to use it.
 - Implement group practices for assignments to ensure everyone understands before leaving the classroom.
 - Multilingual learners may benefit from working together in study groups/assignments/projects due to shared experiences.
 - Students benefit from alternative forms of information – posting notes or videos of classroom lectures.
- Faculty buy-in to implement active and applied learning techniques
 - Implement training for faculty in active and engaging teaching techniques.
 - Show data to reveal student success when using active and engaging teaching strategies.
 - Have faculty share with one another experiences of student success from applying active learning techniques.
 - Provide simple examples faculty can implement in any course.
 - Implement active and applied learning college wide
- Culturally relevant pedagogy – creating a culture of care
 - Implement college-wide professional development for establishing a culture of care.
 - Show data from other institutions and the impact on student retention and success.
 - Mixed group discussion sessions – hear other strategies that worked

Timeline

<p>Q1 (July-September): Planning and Preparation July: Conduct a kickoff meeting with project stakeholders to outline the project scope, objectives, and expectations. Establish a project management team. August: Finalize professional development program frameworks for faculty and advisors. Begin partnership outreach to community organizations for student support services. September: Develop detailed project plans for each proposed change to include: objectives, key activities, resources needed, and key performance indicators (KPIs).</p>	<p>Q2 (October-December): Pilot and Initial Rollout October: Launch pilot professional development programs for a select group of faculty and advisors. Collect feedback and make necessary adjustments. November: Start implementing culturally relevant pedagogy in selected courses. Initiate the establishment of support services, partnerships, and infrastructure. December: Evaluate pilot outcomes and prepare for wider implementation. Begin awareness campaigns on campus about the new support services and programs.</p>
<p>Q3 (January-March): Full Implementation and Expansion January: Roll out professional development programs across all departments. Expand culturally relevant pedagogy to more courses. February: Fully operationalize partnerships with community organizations and ensure support services are accessible to students. Launch advising enhancements across the board. March: Monitor implementation progress and conduct initial assessments of project impact on student engagement and success.</p>	<p>Q4 (April-June): Evaluation and Refinement Expected outcomes/changes: Improved Student Academic Success: Implementation of culturally relevant pedagogy and active learning techniques is expected to lead to higher student engagement and increased success on learning outcomes.</p>

References Upon Request