Leadership Matters:
Re-Imagining Leadership to Sustain Transformative Change To Advance Student Success & Equity
Opening Remarks

Sonya Christian
President,
Bakersfield College
NEO
Chef’s menu

• **Breakfast:** Golden brown and flakey homemade puff pastry breakfast turnover, seasonal fresh fruit medley platter

• **Snack (AM):** Revitalizing yogurt parfait, layered with fresh fruit & side of granola

• **Lunch:** Garden-fresh Veggie or Grilled Chicken Pita Roll served with a side of Zesty Bow Tie Pasta Salad and a Citrus and Renegade Rosemary Sugar Cookie

• **Snack (PM):** Roasted red pepper hummus and pretzel cup with Starbucks fraps and espresso shots
Q&A

#CAGuidedPathways
Today’s Agenda

- Check In & Breakfast
- Opening Remarks
- Leadership Matters
- Transition
- Session I: Change Leadership
- Statewide Updates

- Lunch
- Remarks from KCCD Chancellor
- Engaging the Why with Data
- Session II: Psychology of Change
- Transition
- Session III: Aligning Resources to Support and Sustain Change
- Wrap-up and Adjourn

#CAGuidedPathways #LeadershipMatters
CA Guided Pathways Advisory Committee
Shawn Whalen  
Senior Program Officer  
Programs
Advancing Educational Attainment & Equity in California. Leadership Matters

Eloy Oakley
Chancellor,
California Community Colleges
TRANSITION

Snacks & water available outside theater.

Restrooms off of foyer.
Social Media

you can use the Twitter hashtags of #CAGuidedPathways to share your comments and questions. During the session, our social media team will curate a handful of questions to present to our panel.
Session I: Change Leadership

Josh Wyner  
(Moderator)  
Executive Director,  
Aspen Institute

Bill McGinnis  
Trustee,  
Butte-Glenn Community College District

Julie Bruno  
Professor,  
Sierra College

Wolde-Ab Isaac  
President,  
River City College

#CAGuidedPathways #LeadershipMatters  
summit@bakersfieldcollege.edu
Setting the Stage for Transformational Change: Creating Urgency and College-Wide Ownership for Change

Josh Wyner, Executive Director
The Aspen Institute, College Excellence Program
Why do students come to college?
Why do students come to college?
Leading Internal Transformational Change....Aligned to Student Success Goals

1. Communicate a Vision and Create Urgency
2. Routines of Effective Communication
3. Build College-Wide Ownership for Change
4. Establish Routines of Inquiry and Evidence Use
5. Build a System to Support Disciplined Execution
6. Align Structures and Resources
Leading Internal Transformational Change....Aligned to Student Success Goals

- Communicate a Vision and Create Urgency
- Build College-Wide Ownership for Change
- Align Structures and Resources
- Build a System to Support Disciplined Execution
- Establish Routines of Inquiry and Evidence Use
- Routines of Effective Communication
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THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM
Transformational leaders...

- Build urgency
- Effectively communicate the vision for change
- Pay attention to why reforms often fail, and plan ahead to preemptively address those issues
“We believe that the greatest challenge and opportunity for improvement (student learning, success and graduation) at Valencia is at the beginning of every new experience a student has with us. Our rallying cry is “make the first minute of the first meeting, in every course a learning minute.”
How do transformational leaders build urgency?

- Broadly share clear, limited, and important data points.

Do the data...
- Relate to outcomes that, if improved, would lead to students’ ultimate goals?
- Elicit a “no” response to the question, “Is this outcome level acceptable?”
- Include some indicators or trends that can be changed in a reasonable period of time?
- Inspire action, rather than assign blame?
- Draw attention to institutional responsibility, rather than student deficits?

Are these data easy to understand?
5 Year Graduation Rate for Fall Cohorts by Success in First 5 Courses: All FTIC Degree-seeking Students
How do transformational leaders build urgency?

• Broadly share clear, limited, and important data points.

• Activate the student voice.
How do transformational leaders build urgency?

• Broadly share clear, limited, and important data points.

• Activate the student voice.

• Tell a human story.

Remind the audience of the reason for the work, and inspire them to action.
How do transformational leaders “communicate” the vision?

Create time and space to discuss data and the student voice
How do transformational leaders “communicate” the vision?

Create time and space to discuss data and the student voice

Create shared language and lead the college in dialogue
How do transformational leaders “communicate” the vision?

Create time and space to discuss data and the student voice
Create shared language and lead the college in dialogue
Build a team of “champions” for the change
How do transformational leaders “communicate” the vision?

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- Create shared language and lead the college in dialogue
- Build a team of “champions” for the change
- Ensure the presence of forums to communicate the need for change
How do transformational leaders “communicate” the vision?

- Create time and space to discuss data and the student voice
- Create shared language and lead the college in dialogue
- Build a team of “champions” for the change
- Ensure the presence of forums to communicate the need for change
- Use every vehicle to convey the reasons for change
How do transformational leaders “communicate” the vision?

- Create time and space to discuss data and the student voice
- Create shared language and lead the college in dialogue
- Build a team of “champions” for the change
- Ensure the presence of forums to communicate the need for change
- Use every vehicle to convey the reasons for change
- Model the vision through how time and money is spent
Pay attention to why reforms fail.

Reasons Initiatives Fail

People blame the student.

What can be done?

Repeatedly activate the student voice.
Pay attention to why reforms fail.

Reasons Initiatives Fail

People don’t believe this is going to get done—they think it will “blow over” and the college will move on to the next thing.

What can be done?

Persistently repeat the message about why and what, using every possible vehicle.
Pay attention to why reforms fail.

**Reasons Initiatives Fail**

The college is suffering from a failure to focus and initiative fatigue.

**What can be done?**

Maintain discipline for multiple years before taking on major new college-wide initiatives.
Pay attention to why reforms fail.

Reasons Initiatives Fail

There is an absence of timelines for execution or evaluation.

What can be done?

When beginning an initiative:
- Decide how you will know if it works
- Collect the baseline data
- Set a specific timeline for measuring success and meeting concrete project goals.
“We believe that the greatest challenge and opportunity for improvement (student learning, success and graduation) at Valencia is at the beginning of every new experience a student has with us. Our rallying cry is “make the first minute of the first meeting, in every course a learning minute.”
Lessons from the Field: Panel Discussion

- Communicate a Vision and Create Urgency
- Build a System to Support Disciplined Execution
- Establish Routines of Inquiry and Evidence Use
- Build College-Wide Ownership for Change
- Align Structures and Resources
Session I: Change Leadership

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President, River City College

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#LeadershipMatters
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Session I: Change Leadership

Setting the Stage

Dr. Wolde-Ab Isaac
President
Riverside City College
I. Vision and Urgency

• 2012 Preparation for our Centennial Celebration

• Preparation for Accreditation reaffirmation
II. Internal Ownership Reflection

a) We serve economically and educationally underserved population

<table>
<thead>
<tr>
<th></th>
<th>% with Associates or higher</th>
<th>% with Bachelors or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riverside County</td>
<td>28.3%</td>
<td>21.7%</td>
</tr>
<tr>
<td>California</td>
<td>39.6%</td>
<td>31.8%</td>
</tr>
<tr>
<td>United States</td>
<td>38.3%</td>
<td>30.1%</td>
</tr>
</tbody>
</table>
II. Ownership Internal Reflection
Showed Con’t

b) Our student success overall is poor:

Success Rates for Scorecard Cohorts
2007-2008 and 2008-2009 First-Time Freshmen Cohorts
(6 Year Rate)

Entering English Preparedness with Success Rates

<table>
<thead>
<tr>
<th></th>
<th>College Level</th>
<th>1 Level Below</th>
<th>2+ Levels Below</th>
<th>Placement Data Not Available</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td># in Cohort</td>
<td>1,100</td>
<td>2,125</td>
<td>3,239</td>
<td>314</td>
<td>6,778</td>
</tr>
<tr>
<td># Received Degree</td>
<td>236</td>
<td>375</td>
<td>327</td>
<td>46</td>
<td>984</td>
</tr>
<tr>
<td>% with Degree</td>
<td>21.5%</td>
<td>17.6%</td>
<td>10.1%</td>
<td>14.6%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Degrees + Certificates</td>
<td>259</td>
<td>410</td>
<td>424</td>
<td>55</td>
<td>1,148</td>
</tr>
<tr>
<td>% Degrees + Certificates</td>
<td>25.3%</td>
<td>19.3%</td>
<td>13.1%</td>
<td>17.5%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Degree, Certificate, and/or Transfer</td>
<td>572</td>
<td>796</td>
<td>818</td>
<td>197</td>
<td>2,383</td>
</tr>
<tr>
<td>% Degree, Certificate, and/or Transfer</td>
<td>52.0%</td>
<td>37.5%</td>
<td>25.3%</td>
<td>62.7%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Completion (Degree, Cert, Transfer, 60 Units)*</td>
<td>718</td>
<td>1,109</td>
<td>1,267</td>
<td>224</td>
<td>3,318</td>
</tr>
<tr>
<td>Overall % Success</td>
<td>65.3%</td>
<td>52.2%</td>
<td>39.1%</td>
<td>71.3%</td>
<td>49.0%</td>
</tr>
</tbody>
</table>
II. Ownership Internal Reflection Showed Con’t
c) Through review of all the college efforts that show some success

<table>
<thead>
<tr>
<th></th>
<th>Completion Counts (3 year rate)</th>
<th>Scorecard (6 year rate)</th>
</tr>
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<tbody>
<tr>
<td># in Cohort</td>
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<tr>
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<td>339</td>
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<tr>
<td>Overall % Completion</td>
<td>51.1%</td>
<td>49.0%</td>
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</table>

*Includes students who completed 60 transferrable units but did not transfer nor receive a degree or certificate
II. Ownership Internal Reflection
Showed Con’t

c) Through review of all the college efforts that show some success

**RCC Equity**

RCC First-Time Male Students enrolling between 2010-2011 and 2013-2014 tracked through Fall 2016

*Completion defined as receiving a degree, certificate, and/or transferring to a 4 year college or university*

<table>
<thead>
<tr>
<th>% Completion by Race / Ethnicity</th>
<th>Completion Proportionality Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete</td>
<td>Non Athlete</td>
</tr>
<tr>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
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<td>White</td>
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**Completion Proportionality Percentage**

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</thead>
<tbody>
<tr>
<td>African American</td>
<td>1.10</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.94</td>
</tr>
<tr>
<td>White</td>
<td>0.97</td>
</tr>
</tbody>
</table>
III. Statement of the Vision

a) Proposal for Student Success Initiative

Cohort Block Scheduled Model

1+2+2 Pathways

---

RCC STUDENT SUCCESS PATHWAYS

CTE 1 Year Certificate Pathways

CTE 2 Year Degree Pathways

FEEDER HIGH SCHOOLS

RUSD, AUSD, JUSD

PREPARATORY 1 Year Program

Eng 60A, 60B, 50
ESL 54, 55
Mat 65, 52 or 35
Rea 81, 82, 83

College Level English & Math ready

TRANSFER

2 Year Degree Pathways

ADTs
AA/AS
Business Pathway
Education Pathway
Engineering Pathway
Honors
Law Pathway
Medicine Pathway
STEM

Transfer to Universities

EMPLOYMENT

EMPLOYMENT
IV. Align Structures and Services to the Plan

• Overhall the College integrated Strategic Plan process with Student Access, Success and Equity as its drivers

• Cultivation the culture of intentionality to replace the roll over culture
IV. Align Structures and Services to the Plan Con’t

- Reorganization of the Administrative structure of the college with addition of: VP Planning & Development; Dean of Student Success and Support; Dean of Grants and Resources

```
Planning & Development

Accreditation
  - Accreditation Liaison

Grants
  - Coordination

Institutional Effectiveness
  - Assessment

Strategic Planning
  - Academic Planning
    - Academic Support (Tutoring, SI)
    - Student Support Planning

Student Success and Support
  - Counseling
  - Library

Academic Support

Reporting
  - Development

Self-evaluation
  - Research

Resources Planning (Financial, Facilities, HR, Technology)

Monitor, evaluate, assess
```
IV. Align Structures and Services to the Plan Con’t

- Reorganization of the Administrative structure of the college with addition of: Alignment of Senate and Strategic Plan committees
IV. Align Structures and Services to the Plan Con’t

Disciplined Execution:

a) VP Planning
b) EPOC and Strategic Planning Councils
c) Monitoring semester
d) Annual Assessment and Evaluation

Inculcating the Culture of Planning & Intentionality

Integrated Planning

- Discipline
- Department
- Division (Deans)
- Area (VP)

Academic Affairs
Student Services
Business Services
Statewide Updates

Erik Skinner
Deputy Chancellor,
California Community Colleges
Chancellor’s Office
Period of unprecedented innovation and reform:

- SSTF, SSPP, Student Equity
- ADT, UC Transfer Pathways
- OEI, EPI, CAI
- CCC BA
- Doing What Matters, Strong Workforce, AEBG
- IEPI
Need to focus on alignment and integration

- Develop cohesive strategies that fully leverage all the independent initiatives
- Streamline work at both the college and state levels
- Make efforts more efficient and sustainable

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Working Smarter

Integrating SSSP, Student Equity, Basic Skills

- One plan
- One reporting cycle
- Expanded flexibility

Streamlining Curriculum Approval

- Delegated authority
Statewide Update: Guided Pathways

The Governor proposes $150 million to implement Guided Pathways across the CCC system.

• Not another “new initiative” but an opportunity to align student success efforts in a cohesive model.
• Goal of achieving major gains in student success.
Statewide Update: Guided Pathways

May Revision Update:

• $150 million in one-time GP funding for CCCs
• Up to 10% for capacity building
• Expectation that progress will be made on annual basis towards GP implementation
• Funding would be allocated on an annual basis
• Awaiting final action on state budget
Statewide Update: Guided Pathways

Early Thoughts About Implementation:

• CCC largest system of higher education in the nation
• The CA Strategy will be as unique as the state
• Still working out the details, but recognize that:
  ✓ Colleges are at various stages of GP implementation
  ✓ Resource needs will vary
  ✓ Want to support all colleges committed to GP implementation
Early Thoughts About Implementation (cont’d):

- Assess colleges’ readiness to implement GP reforms
- Develop and provide technical assistance
- Develop indicators to measure colleges’ progress
- Evaluate activities – “is it working?”

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#CAGuidedPathways
#LeadershipMatters
Statewide Update: Conclusion

Guided Pathways framework will help us:
• Build cohesive strategies
• Scale-up effective practices
• Align, streamline, and integrate
• And, most importantly, achieve major increases in student success

We look forward to your leadership and participation in the work ahead.
LUNCH

?! Lunch will be served in the theater courtyard. Please watch your step as you exit the theater.

Our next topic will begin promptly at 12:25 PM
WELCOME BACK
Social Media

you can use the Twitter hashtags of #CAGuidedPathways to share your comments and questions. During the session, our social media team will curate a handful of questions to present to our panel.
Remarks from KCCD Chancellor

Tom Burke
Chancellor
Kern Community College District
Engaging the Why with Data

Greg Stoup
President,
RP Group
Leadership Matters

Building Pathways to Success

May 24, 2017

Gregory M Stoup
Board President, The RP Group
Assoc Vice Chancellor, Contra Costa Community College District
Context: change and uncertainty

• New administration in DC; a different DoE

  • “Federal context for accreditation is changing”
    - Judith Eaton, CEO CHEA

• Evolving accreditation environment in California
The last few years

• The accountability demands on community colleges intensifying

  • State initiatives – a lot of them - are targeting *transformations at scale*

• A growing emphasis on demonstrating *institutional effectiveness*
Trends over the last five years look familiar

California Community College completion rates over the last ten years

California State Average

48.8%

47.1%

Definition: Completion (SPAR) – The percentage of degree and/or transfer seeking first-time students tracked for six years to determine who succeeded in completing a degree, certificate or transfer related outcome.
We’ve started questioning traditional approaches and old assumptions about the student experience.
Our default contract with students: the course catalog

- 379 pages; 5 Chapters; 28 sections;
- 167 Programs of study; over 1,100 courses

**Intimidating terminology**

- “matriculation rights and responsibilities”
- “intersegment general education transfer curriculum”
- “non-evaluative symbols”
- “prerequisites and co-requisites”
- “pursuant to Title 5 Section ######”
- “variable-unit vocational...”
We spend a lot of effort and resources preparing students to enter and maneuver our labyrinth

- Orientation
- Assessment
- Course Catalog
- Degree audit
- College prep courses
- Etc...

...and when we observe that behavior, what do we see?

*Bewin’s equation, $B = f(P, E)$, is a heuristic formula proposed by psychologist Kurt Lewin as an explanation of what determines behavior.*
With guided pathways we are trying to erase the labyrinth
a further response?

We will also need to start looking at our internal structures and decision-making process.
Some stresses in the system

Emerging demands to produce outcomes at scale are increasingly at odds with the current operational processes and decision making structures.
Reporting & accountability demands placed on colleges

1950s - descriptive information
1960s - analytic and comparative
1970s - evaluative
1980s - all of the above plus planning
1990s - plus accountability reporting
2000s - plus learning outcomes
2010s - plus institutional effectiveness

Hat tip to Erik Cooper
... and we have a riot of process, strategies, activities ...  

<table>
<thead>
<tr>
<th>Accountability</th>
<th>Effectiveness Measurements</th>
<th>Policy Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>- IPEDS</td>
<td>- Enrollment Management</td>
<td>- Prof Development</td>
</tr>
<tr>
<td>- Scorecard</td>
<td>- Equity</td>
<td>- Program Review</td>
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<tr>
<td>Accreditation</td>
<td>- Focus Groups</td>
<td>- Student Services</td>
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<tr>
<td>Assessment</td>
<td>- Benchmarking</td>
<td>- Path Analysis</td>
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<td>- Multiple Measures</td>
<td>- Grants</td>
<td>- Predictive Analytics</td>
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<tr>
<td>- Validation Studies</td>
<td></td>
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<tr>
<td>Budget &amp; Resource Allocation</td>
<td>Marketing + Outreach</td>
<td>Scheduling</td>
</tr>
<tr>
<td>Curriculum</td>
<td>- Planning</td>
<td>Surveys</td>
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<td>- Statistical Validation</td>
<td>- Master Planning</td>
<td>- Campus Climate</td>
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<tr>
<td>Database Administration</td>
<td>- Facilities</td>
<td>- Faculty Evaluation</td>
</tr>
<tr>
<td></td>
<td>- Labor Market Analysis</td>
<td>- Governance</td>
</tr>
</tbody>
</table>
Yet we continue to treat these as add-on commitments
“....the community college mission has evolved considerably ... and **when colleges encounter a mismatch between operations and their mission, systems begin to fragment** as they try to accommodate a more diverse set of needs and great number of purposes”

A culture of evidence is not enough

“community colleges have been willing, often enthusiastic, to pilot new practices ... but these reforms have not changed overall outcomes in any substantial way”

- Davis Jenkins

And the questions we have to answer are changing:

• Which of our programs have the biggest impacts on outcomes?
• What was the impact of our equity strategy on outcomes?
• Which pilot programs offer the best scale opportunities?
...do we have the right formula?

Integrated planning + thriving culture of evidence = Institutional Effectiveness

Having the appropriate culture and robust integrated planning is a necessary but not sufficient condition for achieving institutional effectiveness.
Leadership and framing

The changes now being asked of community colleges may require us to reconsider traditional approaches to leadership and how we conceptualize and frame our activities.

Scaling programs ≠ transformational change
Is there a structural response?

The Institutional Effectiveness (IE) model is a strategic response to the need for greater leadership and direction in institutional effectiveness and a map to improving the alignment of core operations.

* The Case for a Cabinet Level Chief IE Officer, AHEE (October 2015)
Some discussion at the national level

Three White Papers from Association of Higher Education Effectiveness.

Meeting the Institutional Effectiveness Challenge

By Gregory Stoup
Board President, The RP Group

The accountability demands on community colleges continue to intensify. Federal and state policy makers, accreditors, and the public are demanding that colleges demonstrate effectiveness at reaching institutional goals, achieve higher levels of student completion and employment, and, at the same time, ...
The adage: Culture eats strategy for breakfast

As you reflect on what you hear today, consider the nature of the relationship between culture, structures and processes.
Enjoy the conference!

*It has been a pleasure*

Gregory M Stoup  
Board President, The RP Group  
Assoc Vice Chancellor, Contra Costa Community College District
Social Media

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Session II: Psychology of Change

Angélica Garcia
(Moderator)
Vice President of Student Services, Skyline College

Cleavon Smith
Professor, Berkeley City College

Irene Malmgren
Vice President of Instruction, Mt. San Antonio College

Andrea Neptune
Professor, Sierra College
TRANSITION

Snacks & water available outside theater.

Restrooms off of foyer.
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Realigning and Repurposing Resources to Achieve Student Success Goals

Josh Wyner, Executive Director
The Aspen Institute, College Excellence Program
Leading Internal Transformational Change...Aligned to Student Success Goals

- Communicate a Vision and Create Urgency
- Build College-Wide Ownership for Change
- Routines of Effective Communication
- Establish Routines of Inquiry and Evidence Use
- Build a System to Support Disciplined Execution
- Align Structures and Resources

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM
Leading Internal Transformational Change....Aligned to Student Success Goals

- Establish Routines of Inquiry and Evidence Use
- Routines of Effective Communication
- Build a System to Support Disciplined Execution
- Align Structures and Resources
- Build College-Wide Ownership for Change
- Communicate a Vision and Create Urgency
Transformational leaders add new resources and repurpose existing ones

- What resources, practices, and incentives are misaligned to student success goals?
- How can they be better aligned?
Transformational leaders don’t just add new resources, they also repurpose them.

Consider the time that faculty, staff, and students are spending on various activities. Are those activities aligned to student success goals?

How is time spent in committee meetings? Could that be time better aligned to student success?
Transformational leaders don’t just add new resources, they also repurpose them.

Consider the time that faculty, staff, and students are spending on various activities.

Are those activities aligned to student success goals?

What regular reports are prepared for VPs, deans, and department chairs with the expectation that they will review them?
Transformational leaders don’t just add new resources, they also repurpose them.

Consider the time that faculty, staff, and students are spending on various activities.

Are those activities aligned to student success goals?

How is student advising at registration assessed?
Transformational leaders don’t just add new resources, they also repurpose them.

Consider existing incentives for students.

Are those incentives aligned with student success goals?

How are students spending their hours in and out of the classroom?
Goal: Students complete a credential of no more than 66 credits in no more than three calendar years.

Strategy – Guided Pathways
- Build clear pathways
- Get students on a pathway
- Help students stay on the pathway

Given this goal and strategy, what resources, practices, and incentives are most frequently misaligned?
What resources, practices, and incentives are most frequently misaligned in the establishment of guided pathways?

Place students through multi-course developmental sequences so that most earn between 0 and 6 credits during their first year.

What could be changed?

- Shift more first-year credits to credit-bearing courses from developmental courses.
- Revamp placement policies/practices
- Implement co-requisite remediation
What resources, practices, and incentives are most frequently misaligned in the establishment of guided pathways?

Design and offer professional development completely disconnected from college-wide student success goals.

**What could be changed?**
- Align PD to college-wide student success goals.
- Centralize a significant portion of the professional development budget and decision-making process.
What resources, practices, and incentives are most frequently misaligned in the establishment of guided pathways?

Design systems, processes, and reports that reflect enrollment targets and emphasize recruitment & enrollment, and include little/no reference to progression & graduation.

What could be changed?

Identify all places where recruitment and enrollment are discussed and consider:
- Present data on relative ROI of different strategies to increase progression and graduation.
- Create time and space for conversations about relative merits of different approaches to achieving enrollment targets.
What resources, practices, and incentives are most frequently misaligned in the establishment of guided pathways?

Allow students to register for courses in the first year without discussing with anyone what programs of study match their interests and goals and regional labor market needs.

**What could be changed?**

Revamp advising structure at front door to:

- Emphasize program choice aligned to students’ career interests in fields that offer family-sustaining wages.
- Develop default pathways in programs of study that aim to increase intensity to 12 or 15 credits.
What resources, practices, and incentives are most frequently misaligned in the establishment of guided pathways?

Invest in expensive technology to support advising without first revamping staff practices and institutional processes for supporting students from entry through completion.

What could be changed?

Before purchasing new software:
- Redesign processes for onboarding and supporting students through to completion.
- Map out what information each person needs to be successful in the revamped system.
- Identify gaps in information based on what is currently available.
What resources, practices, and incentives are most frequently misaligned in the establishment of guided pathways?

In the first weeks after enrollment, send students hundreds of emails from different divisions and departments with no prioritization (e.g., between invitations to play intramural sports vs. reminders to complete critical financial aid process).

**What could be changed?**

Streamline communications to students by:

- Conducting an inventory of all communications currently sent.
- Prioritizing types of communications based on importance to students’ on-time completion.
- Redesigning system for communicating to students to reflect priorities.
Lessons from the Field: Panel Discussion

Communicate a Vision and Create Urgency

Establish Routines of Inquiry and Evidence Use

Routines of Effective Communication

Build a System to Support Disciplined Execution

Build College-Wide Ownership for Change

Align Structures and Resources
Session III: Aligning Resources to Support and Sustain Change

Josh Wyner
(Moderator)
Executive Director,
Aspen Institute

Glenn Roquemore
President,
Irvine Valley College

Ann Ransford
Trustee,
Glendale Community College

Jennifer Johnson
Professor,
Bakersfield College

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summit@bakersfieldcollege.edu
Leadership Summit Panel #3: Realignment of Resources to Sustain Change

Glenn R. Roquemore, PhD
President Irvine Valley College
Established Robust Research Department

Office of Research, Planning and Accreditation

Loris Fagioli

Director
Research, Planning & Accreditation
P0004630
GENERAL FUND

Senior Admin Assistant
GENERAL FUND (?)
(50%)

Alan Billsborough

Senior Research & Planning Analyst
P0004964
GENERAL FUND (80% ?)
CATEGORICAL (20%?)
Lisa Wang

Research & Planning Analyst
P0005656
GENERAL FUND (100%)
Bruce Feinstein

Research & Planning Analyst
P0005699
CATEGORICAL (SEP, 100%)
Jared Lessard

Research & Planning Analyst
P0005657
CATEGORICAL (SSSP, 100%)

VACANT
Job Req: REQ6370

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Established Robust Research Department
Increased Researchers from 1 to 6

• Leading Guided Pathways Project (Pathway Pioneers)
• Pathway Mapping and Meta-Major Development
• Professional Development: Growth Mindset
• Tableau Development for SLO’s
• Student Engagement Strategies
• Integrate Career Pathways into student intake process
• Predictive Analytics for at-risk student tracking
• Multiple Measures
• Outreach to engage High Schools in the Guided Pathways Methodology
• Career exploration and Placement
• Early College/Dual Enrollment
• VFA

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## Support for Multiple Measures Assessment

### Spring 2017 MMAP Pilot Placement Summary

<table>
<thead>
<tr>
<th>Test higher</th>
<th>English</th>
<th>Math</th>
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<tbody>
<tr>
<td>N</td>
<td>% Total</td>
<td>% MMAP</td>
</tr>
<tr>
<td>222</td>
<td>8.4%</td>
<td>12.3%</td>
</tr>
<tr>
<td>765</td>
<td>28.9%</td>
<td>42.4%</td>
</tr>
<tr>
<td>819</td>
<td>31.0%</td>
<td>45.3%</td>
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<tr>
<td>840</td>
<td>31.7%</td>
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<table>
<thead>
<tr>
<th>Agreement</th>
<th>Math</th>
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<tbody>
<tr>
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<td>% Total</td>
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<tr>
<td>765</td>
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<tr>
<td>457</td>
<td>14.0%</td>
</tr>
<tr>
<td>556</td>
<td>17.0%</td>
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<tr>
<td>1347</td>
<td>41.3%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MMAP higher</th>
<th>Math</th>
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</thead>
<tbody>
<tr>
<td>N</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>No MMAP data</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>% Total</td>
</tr>
<tr>
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</tr>
<tr>
<td>1347</td>
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</tr>
</tbody>
</table>

- **Test higher** = Students received a higher placement via test compared to transcripts
- **Agreement** = Students received the same placement on test and transcripts
- **MMAP higher** = Students received higher placement via transcripts compared to test
- **No MMAP data** = No transcript data available (Cal-PASS Plus or self-reported)
- **SR** = MMAP placement based on self-reported data from the Application (no CalPass-Plus data available)
Developed Accelerated Remedial English and Mathematics

Rate of passing WR1 by Spring 2016, by level of course

- 80% passing rate for One Level Below
- 70% passing rate for Accelerated
- 60% passing rate for Two Levels Below

Comparison across semesters:
- Fall 2015
- Spring 2015
- Fall 2014
- Spring 2014
- Fall 2013
- Spring 2013
- Fall 2012

Courses:
- WR 301
- WR 399
- WR 201

Contact:
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Support for Accelerated Math and English and Multiple Measures Assessment

• Projects required enhanced funding for:
  • Curriculum Development
  • Counseling Services
  • Matriculation/placement
  • Outreach
  • Coordination/Implementation)

• Funding Basic Skills, SSSP, Minimal GF
Extremely Early Student Intervention: GoalsLeading from the Middle

• Predict which new, incoming students are highly likely to do well in the college environment.
• Increase student retention, progress and completion.
• Use historical information to analyze patterns of success and non-success.
• Restrict analysis to only those data points that are available before enrollment.
• Target interventions to students who are most likely to benefit.
• Analyze which students benefit most from particular interventions.

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Extremely Early Student Intervention:
Progress Report: Nudges

• 259 nudges sent to 151 students
• 35% of nudges were positive
• 17% of nudges required an action
• Most common nudges concerned absences, missing assignments and low quiz or test scores
• Of the eleven pilot faculty, two sent only one or two nudges
• 123 nudges were sent in February; 97 were sent in April

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Extremely Early Student Intervention

• Funded by SSSP
• Faculty
  • Rebecca Kaminsky
  • Robert Melendez
  • 50 faculty piloted the program
Session III: Aligning Resources to Support and Sustain Change

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Guided Pathways

Four Pillars of Guided Pathways:

1. Defining Competencies
2. EQUITY
3. Noncredit Requisites
4. Supplemental Instruction/Tutoring

California Career Pathways Trust (CCPT)

EQUITY

California Pathways – Redesigning California’s Community Colleges

Equity, Social Mobility, Economic Health
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Wrap-up and Adjourn

Laura Hope
Dean of Instructional Support,
Chaffey College