Student Success Center Network Guided Pathways Coaching Training

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Student Success Center Network Guided Pathways Coaching Training

October 23-24, 2018 • Chicago, IL

AGENDA

Kimpton Hotel Palomar Chicago
Gallery Ballroom (5th Floor)
505 North State Street
Chicago, IL 60654

Goals for Year-Long Coaching Training Program

Once trained through the SSCN Guided Pathways Coaching Training program, each Pathways coach will work through their Student Success Center to implement and support Center-identified guided pathways implementation efforts at colleges in their state. Under the direction of the Center executive director, Pathways coaches will work with Center and institutional staff–as well as other coaches doing work in the state–to create the conditions necessary for and to inspire transformational change, while supporting collaboration and communications between the Center and colleges engaged in change efforts.

Goals for October In-Person Training

- Expose participants to and allow them to interact with research, experts, and methods in coaching strategies and techniques, all in a guided pathways context for the purpose of institutional change.
- Provide coaches space to network with, share with, and learn from coaches in other states.
- Present Center executive directors with the opportunity to experience the training alongside their coaches, as well as with dedicated time to plan their state's coaching strategy so they can better support and deploy coaches in their states.

Note: All four modules will have a mix of presentation, discussion, application of learning, and individual and small-group activities.

Tuesday, October 23, 2018

7:30 – 8:30 a.m.	**Registration and Breakfast**

8:30 – 9:00 a.m.   **Opening Remarks**
- **Jenn Giffels**, Program Manager, JFF
- **Amy Girardi**, Senior Program Manager, JFF

Welcome to SSCN Network
- **Stacey Clawson**, Senior Director, JFF

9:00 a.m. – 12:30 p.m.   *Module:* **Leading Transformational Change: What It Takes**
1. What is transformational change, and why is it required for pathways implementation?
2. What are the building blocks for transformational change? What is taking place at the college during each building block? What questions should the coach be asking?
3. What challenges or roadblocks will come up in the process of transformational change? What can coaches do to help colleges work through these challenges?

Presented by:
- **Kenneth Ender**, President, William Rainey Harper College
- **Susan Mayer**, Chief Learning Officer, Achieving the Dream

12:30 – 1:30 p.m.   **Lunch –** *Open Networking Time*

1:30 – 4:30 p.m.	*Module*: **Effectively Coaching for Strong Pathways Implementation**

1. Why use institutional coaching to drive pathways implementation?
2. Dissect the Pathways Coach job description: What do coaches really need to do? How do they maximize their efficacy?
3. What challenges might you face as a coach? How can you overcome them?
4. How does your style fit with the different college leadership, culture, history, and way of doing business? How can you bridge gaps? How can you support a college to implement transformational change by modeling what they need to do differently?

Presented by:

- **Michael Baston**, President, Rockland Community College, AACC Coach
- **Stacey Clawson**, Senior Director, JFF
- **Shauna Davis**, Holistic Student Supports Coach, Achieving the Dream
- **Linda Garcia**, Assistant Director of College Relations, Center for Community College Student Engagement, AACC Coach
- **G. Edward Hughes**, President, The Hughes Group and Leadership Coach, Achieving the Dream
- **Mei-Yen Ireland**, Executive Director of Holistic Student Supports, Achieving the Dream
- **Cindy Lopez**, Director of Tribal College and University Programs, Achieving the Dream

During this module, executive directors and SSC leads are invited to gather for peer sharing and strategic consultation with Chris Baldwin and Deb Bragg in the Modern Room on the 6th floor.

4:30 – 5:00 p.m.	**Closing**
5:00 – 6:15 p.m.	**Reception**

Wednesday, October 24, 2018

7:15 – 8:00 a.m.	**Breakfast –** *Open Networking Time*

8:00 – 11:30 a.m.   *Module***: Infusing Equity Across the Pathway**

1. What is equity? Why is infusing equity critical in designing and implementing pathways?
2. Equity framework: What is the coach's role in initiating and facilitating evidence-based discussions around equity?
3. What challenges might colleges face related to infusing equity? What can coaches do to mitigate these challenges?

Presented by:

- **Michael Baston**, President, Rockland Community College, AACC Coach
- **Pascale Charlot**, Dean of The Honors College and Lead Academic Dean, Miami Dade College
- **Linda Garcia**, Assistant Director of College Relations, Center for Community College Student Engagement, AACC Coach
- **Davis Jenkins**, Senior Research Scholar, Community College Research Center

During this module, executive directors and SSC leads are invited to gather for peer sharing and strategic consultation with Chris Baldwin and Deb Bragg in the Modern Room on the 6th floor.

11:30 a.m. – 12:15 p.m.   **Lunch –** *Open Networking Time*

12:15 – 3:45 p.m.	*Module*: **Implementing Pathways: Advising Redesign**

1. What is holistic advising, and why is it important to successful pathways implementation?
2. What aspects of advising and other student supports might colleges be re-designing? What questions should coaches be asking?
3. What challenges and roadblocks will surface during advising redesign and implementation? What can coaches do to help colleges work through these challenges?

Presented by:

- **Shauna Davis**, Holistic Student Supports Coach, Achieving the Dream
- **Laurie Fladd**, Holistic Student Supports Coach, Achieving the Dream
- **Linda Garcia**, Assistant Director of College Relations, Center for Community College Student Engagement, AACC Coach
- **Mei-Yen Ireland**, Executive Director of Holistic Student Supports, Achieving the Dream

During this module, executive directors and SSC leads are invited to gather for peer sharing and strategic consultation with Chris Baldwin and Deb Bragg in the Modern Room on the 6th floor.

3:45 – 4:00 p.m.	**Closing and Next Steps**
4:00 p.m.	**Adjourn**

SPEAKER AND FACILITATOR BIOGRAPHIES

Christopher Baldwin
Principal, Baldwin Consulting
As a long-time advocate for student success, Dr. Christopher Baldwin has spent the past 15 years pushing for the adoption of practices and policies that streamline and accelerate student pathways to a postsecondary credential while also increasing equitable outcomes. Prior to launching his consulting practice, Chris served as Associate Vice President for JFF, directing efforts to expand the number of Student Success Centers nationally. This work followed his 4-year tenure as the founding executive director of the Michigan Center for Student Success where he worked with the colleges in the state to improve their outcomes; a previous stint at JFF leading the state policy component of the national Achieving the Dream initiative; and his leadership role as Vice President of Owens Community College in Ohio.

Michael A. Baston
President, Rockland Community College
Dr. Michael A. Baston is the 7th president of Rockland Community College. He joined Rockland from LaGuardia Community College, where he served as the vice president for student affairs and associate provost. Noted for better integrating and aligning academic and student affairs functions, Dr. Baston also helped grow LaGuardia's grant funding to support new and creative interventions for student retention and success, with a special focus on diverse and underserved student populations. *Diverse Issues in Higher Education* named him among the most notable education leaders of 2017.

Dr. Baston consults with college leadership teams around the nation, helping them integrate student success initiatives to advance college completion through guided pathways. He is an American Association of Community Colleges pathways coach and was a member of the inaugural class of Aspen Institute Presidential Fellows for Community College Excellence, where he explored systemic issues affecting the educational access pipeline and student success. Dr. Baston holds a bachelor's degree from Iona College, a JD from Brooklyn Law School, and an EdD from St. John Fisher College.

Debra D. Bragg
Director, Community College Research Initiatives, University of Washington
Dr. Bragg is the director of the Community College Research Initiatives group, which resides in the Center for Experiential Learning and Diversity. Prior to joining University of Washington, Dr. Bragg spent 25 years at the University of Illinois at Urbana-Champaign where she was founding director of the Office of Community College Research and Leadership (OCCRL) and also awarded an endowed professorship. Dr. Bragg is a fellow of the American Educational Research Association and 2016 recipient of the Distinguished Career Award from the Association for the Study of Higher Education.

Priyadarshini Chaplot
Vice President of Strategy, National Center for Inquiry and Improvement
Priya is a consultant in higher education with a focus on community colleges and expertise in student financial stability, guided pathways, student learning outcome assessment, and institutional research. Her work strengthens the ability of colleges to use inquiry and evidence to engage practitioners, inform reform actions, and improve student learning and success. Most recently, she served as the director of professional development and a senior researcher with the Research and Planning Group for California Community Colleges (RP Group), where she created practitioner-focused professional development opportunities and engaged in statewide and national projects focused on community college reform, including the Gates Foundation's Completion by Design initiative and the Student Support (Re)defined study.

Prior to that, Priya served as the education research assessment analyst at Mt. San Antonio College, where she partnered with faculty, staff, and administrators to develop and assess student learning outcomes and connect these research findings to planning redesign efforts. Additionally, she served as an instructor, teaching math and English in the Adult Diploma Program.

Pascale Charlot
Dean of The Honors College and Lead Academic Dean, Miami Dade College
Pascale Charlot is dean of The Honors College and lead academic dean at Miami Dade College. As the chief executive officer of The Honors College, Pascale provides vision, leadership, and strategic direction for this cohort program. She recently led a collegewide, cross-functional and interdisciplinary initiative to introduce social innovation into the curriculum. This community college student-centered strategy earned Miami Dade College the Ashoka U Changemaker Campus designation.

Pascale previously worked as the assistant dean of student affairs at New York University School of Law, the assistant dean and director of the Minority Student Program at Rutgers University and associate director of the Public Interest Law Center also at NYU-Law. She attained her bachelor of arts degree in sociology and economics with a certificate in women's studies from Duke University and her Juris Doctor from the University of Michigan School of Law.

Stacey Clawson
Senior Director, JFF
Dr. Stacey Clawson is senior director of postsecondary strategy for JFF. Dr. Clawson's work focuses on creating a strong ecosystem of supports for institutions and students that will improve equity gaps and economic mobility. She oversees the Student Success Center Network, and leads the network strategy, growth, and technical assistance delivery systems for the Student Success Centers and other state- and system-level postsecondary clients.

Dr. Clawson has over 20 years of experience leading higher education reform in complex academic and policy environments. She holds deep experience in university administration including academic affairs, student supports, and instructional technology. She has also served as faculty and advisor in doctoral programs in education.

Before coming to JFF, Stacey spent four years as senior program officer with the Bill & Melinda Gates Foundation working across academic, business, and government sectors. Her specific areas of content expertise include student experience design, credit transfer, learning pathways, change management, and academic operations. Dr. Clawson holds bachelor and master of arts degrees in education from Arizona State University and a doctorate in education in instructional design and technology from Capella University.

Shauna Davis
Holistic Student Supports Coach, Achieving the Dream
Shauna Davis is a holistic student supports coach at Achieving the Dream, Inc. where she assists colleges in improving the student experience through the intentional development of scalable comprehensive support services. Prior to joining ATD, Shauna was the executive director of the Virginia Community College System Student Success Center and Office of Professional Development. She was also the director of student services for the Extended Learning Institute at Northern Virginia Community College, and as assistant vice president of workforce development for the Community College Workforce Alliance, a partnership of John Tyler and J. Sargeant Reynolds Community Colleges.

Shauna holds a BA in broadcasting, telecommunications, and mass media from Temple University, an MS in career and technical education from Virginia Polytechnic Institute and State University, and an MS in rehabilitation counseling from Virginia Commonwealth University.

Kenneth Ender
President, William Rainey Harper College
Dr. Kenneth Ender is president of William Rainey Harper College, a large community college located outside of Chicago, Illinois. Through partnerships and alliances, Dr. Ender has positioned Harper as a leading 21st-century community college by increasing graduation, transfer and certificate completion rates, aligning Harper's curriculum with high schools, training students for new economy jobs and implementing new accountability and transparency standards. Since coming to Harper in 2009, Harper has experienced record graduation rates and a dramatic increase in the number of students who come to Harper college-ready. The College has also formed new alliances with businesses to fill the shortage of skilled workers in key industries. Before coming to Harper, Dr. Ender served as president of

Cumberland County College in New Jersey for eleven years.

Dr. Ender holds a Ph.D. in urban services leadership from Virginia Commonwealth University, a master's degree in education from the University of Georgia and a bachelor's degree in business management, also from Virginia Commonwealth University.

Laurie Fladd
Holistic Student Supports Coach, Achieving the Dream
Dr. Laurie Fladd is a holistic student supports coach at Achieving the Dream, Inc., where she assists colleges in improving the student experience through the intentional development of scalable comprehensive support services. Laurie has worked in both the New York SUNY system and at Trident Technical College in Charleston, South Carolina, primarily in science and mathematics as an adjunct instructor, full time instructor, department head, and associate dean. She was recognized as the Manager/Educator of the Year for the South Carolina Technical Education Association in 2016. Most recently, she has served Trident Technical College as the director of academic advising and the project director of the iPASS grant.

Dr. Fladd has a BS in microbiology and immunology from the University of Rochester, a MS in molecular biology from Clarkson University, and a PhD in Educational Leadership from Clemson University.

Linda Garcia
Assistant Director of College Relations, Center for Community College Student Engagement
Linda García is assistant director of college relations at the Center for Community College Student Engagement (CCCSE). She oversees the Center's community college relations and serves as a point of contact for state leaders, funders and national higher education organizations. Linda previously served as the vice president of community college relations at

the Roueche Graduate Center at National American University. She has also worked at Lone Star College, Maricopa Community Colleges and The University of Texas at Brownsville and Texas Southmost College. Linda's experience includes student development, instructional support and teaching. Also, she serves as a coach for the American Association of Community Colleges Pathways 2.0 and Texas Pathways Project.

Jennifer Giffels
Program Manager, JFF
Jennifer Giffels is a program manager with JFF's Postsecondary team. As a program manager, Ms. Giffels leads the strategic alignment of program and operations aspects of the team. A few of her current projects include supporting two Centers in the Student Success Center Network, managing the SSCN Coaching Training Program, and developing infrastructure for the SSCN.

Previously, Ms. Giffels held an analyst role with the Advisory Services team at Root Cause, a nonprofit consulting organization that partners with nonprofits and foundations to strengthen their organizational capacity to improve the lives of those they serve. Prior to that, she served as an AmeriCorps member at the Boston office of LIFT, a direct service nonprofit that works with low-income community members to help them secure affordable housing, employment, and public benefits. Ms. Giffels' early career and her educational background—notably her undergraduate degree in Global Studies and Spanish from Providence College—have fueled her passion for work that challenges systemic barriers to opportunity, particularly in the field of higher education.

Amy Girardi
Senior Program Manager, JFF
Amy Girardi is a senior program manager for JFF's Postsecondary team, providing technical assistance and strategic support to state systems and institutions. Through her role at JFF, Ms. Girardi delivers coaching and instructional design support to sites at the municipal, state, and national level, including community colleges, adult education programs and coalitions, and workforce entities and systems. Across a number of projects, Ms. Girardi leads the creation of technical assistance and professional development activities and tools, including virtual learning events and convenings, webinars, online learning modules and communities of practice, trainings, publications and toolkits. Her work emphasizes alternative education delivery models, including work-based learning and competency-based education, and using institutional assessment and coaching to implement evidence-based reforms.

Prior to coming to JFF, Ms. Girardi was an instructor and administrator, where her work focused on adult education, transitions to postsecondary, and work readiness and preparation for the Boston Public Health Commission and Bunker Hill Community College. Ms. Girardi holds a master's in education from the University of Massachusetts, and a bachelor's in literature and philosophy from Bradford College.

G. Edward Hughes
President, The Hughes Group
G. Edward Hughes served as a teacher and administrator for 44 years in higher education with 42 in community and technical colleges in Tennessee, Arkansas, New York and Kentucky. He served as the second president of Hazard Community and Technical College (KY) from 1985-2001 and as founding president of Gateway Community and Technical College (KY) from 2001 until his retirement in 2015. During his career he provided leadership on numerous national and regional boards including the AACC Board of Directors and AACC Presidents Academy. Hughes serves on the national board for Partners for Sacred Places and is chairman emeritus of the Challenger Learning Center of Kentucky. He currently is president of The Hughes Group, a partner with STAR Educational Programming, LLC and has been a leadership

coach for Achieving the Dream since 2017. He holds undergraduate and graduate degrees in psychology from Catawba College and Middle Tennessee State University respectively, and a Ph.D in higher education from Southern Illinois University.

Mei-Yen Ireland
Executive Director, Holistic Student Supports, Achieving the Dream
Dr. Mei-Yen Ireland is the executive director of holistic student supports at Achieving the Dream, responsible for leading and designing ATD's strategy, thought leadership, and services for redesigning advising and student supports and creating transformative institutional change. With nearly 15 years of experience in higher education, Mei-Yen's background includes an emphasis on organizational change, student development theory, equity and inclusion, qualitative research methods, service-learning and community development, and change leadership.

Mei-Yen received her Ph.D. in educational policy and leadership from Ohio State University in May 2015. While a doctoral student at Ohio State, Mei-Yen also worked part-time at Columbus State Community College as an adjunct instructor for advising services. Mei-Yen earned a masters in college student personnel from the University of Maryland-College Park and a bachelor's of arts in foreign languages from Lewis & Clark College.

Davis Jenkins
Senior Research Scholar, Community College Research Center
Davis Jenkins is a senior research scholar at the Community College Research Center at Columbia University's Teachers College. He works with colleges and states across the country to find ways to improve educational and employment outcomes for students, particularly students of color and those from low-income families. Together with Thomas Bailey and Shanna Jaggars, he co-authored *Redesigning America's Community Colleges: A*

Clearer Path to Student Success (Harvard University Press, 2015), which has helped to catalyze the national "guided pathways" reform movement. Dr. Jenkins is currently leading research involving 120 colleges nationally on the implementation of pathways reforms and their effects on student outcomes and college performance. Jenkins is also leading research on improving bachelor's outcomes for community college students, and strengthening high school dual enrollment as an on-ramp to college. Recent publications from those lines of research include a report published with Aspen Institute and the National Student Clearinghouse on transfer outcomes by institution and state, the *Transfer Playbook*, co-researched and co-authored with Josh Wyner and team at the Aspen Institute, and a new report on college outcomes for students who take dual enrollment courses through community colleges while in high school. Jenkins earned a Ph.D. in public policy analysis from Carnegie Mellon University and a bachelor's in religion from Princeton University.

Katie Kovacich
Research Coordinator, Community College Research Initiatives, University of Washington
With a background in cultural anthropology, Katie earned her master's degree in educational, leadership and policy studies with a concentration in leadership in higher education. During graduate school, she conducted a readiness assessment for the University of Washington Seattle to explore applying for the Carnegie Community Engagement Classification. Previous and on-going research contributions include the Knowledge in Action AP+ Research Study advancing equity outcomes in urban high schools using project-based learning, a STEM faculty impact study, and guided pathways coaching pilot and high-performing transfer partnerships. Her research interests include program evaluation, higher education retention, degree completion and successful transitions to careers with equitable outcomes for all minoritized students.

Cindy Lopez
Director of Tribal College and University
Programs, Achieving the Dream
Cindy Lopez is Achieving the Dream's director of tribal college and university programs which serves 34 U.S. Tribal Colleges and Universities (TCUs), where she is responsible for leading the provision of services and supports for the TCUs in ATD's network and managing a multi-year transformation initiative including learning events, relationships and community-building with the Tribal Colleges and Universities, funders, TCU service organizations, and assigned ATD coaches. Prior to joining ATD, Cindy was a program manager and Governance Institute for Student Success program specialist at the Association of Community College Trustees. She served in higher education roles in student services and as an undergraduate and graduate instructor at the School of International Affairs at the University of Los Andes in Bogota, Colombia, and in the College of Arts and Sciences and the Michael F. Price College of Business at the University of Oklahoma, where she also served as the director of the JCPenney Leadership Program.

Cindy holds a master of arts in international relations from the Johns Hopkins School of Advanced International Studies, a bachelor of arts in international relations from Mount Vernon College, and an associate of arts from Cottey College

Susan Mayer
Chief Learning Officer, Achieving the Dream
Susan Mayer is the chief learning officer at Achieving the Dream with responsibility for ATD's leadership and pathways coaching efforts, and she supports the development and integration of new strategies and services. Prior to joining ATD, Susan was the managing partner director of the Student Achievement initiatives at Miami Dade College, where she led college-wide teams of faculty, staff and administrators to redesign academic and support services. She was a member of the Academic Leadership Council, and co-led the award of from public

and private funders to support student success initiatives.

She also is a leadership coach for ATD colleges in multiple states, and formerly was a trustee and chair of the Academic Affairs Committee of Florida Memorial University. She earned a M.B.A. degree from Harvard University and a B.A. degree from Boston University.

Sarah Unninayar
Senior Project Manager, JFF
Sarah Unninayar is the senior project manager for grants and operations on JFF's postsecondary team. She provides overarching project and budget management support for the team's portfolio of grants. Prior to joining JFF, Ms. Unninayar spent seven years at Pathfinder International, an international public health organization strengthening sexual and reproductive health and rights. In her role as senior technical advisor for capacity building and geographic information systems, she managed large publicly and privately funded projects and provided technical assistance in the areas of local partner capacity development, geospatial analysis, systems development, grants management, and compliance.

Ms. Unninayar has a master's degree in Russian, Eurasian, and East European studies and a bachelor's degree in foreign service, both from Georgetown University.

Lexie Waugh
Senior Program Manager, JFF
Alexandra Waugh is a senior program manager with JFF's Postsecondary team. In this role, she manages project planning and execution across the team's initiatives, leads state engagement strategies, and assists with the delivery of in-state technical assistance. Much of Ms. Waugh's work at JFF has focused on identifying and expanding institutional and state policies that support underprepared learners to achieve postsecondary success. For Accelerating Opportunity, a national initiative to redesign

community college–delivered Adult Basic Education programs and policies to substantially increase the number of adults who simultaneously can earn a GED and a credential with labor market value, Ms. Waugh co-designed the Braided Funding Toolkit. Additionally, Ms. Waugh co-led a project focused on providing technical assistance and policy support to four states that are implementing a policy framework designed to advance STEM-focused community college pathways to middle-skill STEM careers.

Before coming to JFF, Ms. Waugh helped conduct a five-year research project at Simmons College on disabled youths' transitions into adulthood. She has also served under Massachusetts State Senator Cynthia Creem as a Barbara Lee Family Foundation fellow. Ms. Waugh has a master's degree in public policy from Brandeis University and a bachelor's degree in sociology from Simmons College.

Lia Wetzstein
Research Scientist, Community College Research Initiatives, University of Washington
Dr. Lia Wetzstein has varied research interests which revolve around education equity. These include community college transfer, science, environmental and sustainability education and improving the educational experiences of students underrepresented in higher education. Prior to her education research work, she worked in the natural sciences in higher education in multiple roles, including teaching, curriculum design, K-12 and community outreach.

2018-2019 Syllabus
Welcome to the SSCN Guided Pathways Coaching Training Program!
Last Updated October 2018

Purpose of this Syllabus: This syllabus is intended to provide coaches (and Student Success Center executive directors, who selected the coaches and will be working to deploy them post-training) participating in the year-long SSCN Guided Pathways Coaching Training program with an understanding of what the full year of the program will cover. There are eight content modules that will be delivered via a mix of in-person and virtual learning events. Additionally, there will be wrap-around programming and resources for coaches to begin applying what they are learning and to foster a community among their fellow coaches for support and advice.

Relationships are key so that coaches can reach out to one another both during the program and after the program as they do coaching work in their state. Executive directors will stay informed of, and in some cases participate in, the training activities; executive directors and coaches will be in close contact throughout the duration of the program so that both understand how best to utilize the coaching expertise being developed, as well as contextualize the training for their local context.

Activity	Description	Associated Materials	Date
Kick-off Webinar: Welcome to the Coaching Training Program!	Introduction and overview, get to know the coaches in the program, info about online module, etc.	Access to recorded webinar, slides, roster of coaches	**September 28**, 2018, 2-3 p.m. ET
Online course: • Module 1: Making the Case for Pathways • Module 2: Pathways 101	(1) Making the Case for Pathways: How to use data to make the case for clearer, more intentional roadmaps to guide students to earn valuable credentials (2) Pathways 101: Pathways fundamentals and how to apply them	Online course via Canvas, with resources linked throughout	To be completed individually by **October 21**

| In-person Training:
• Module 3: Leading Transformative Change: What It Takes
• Module 4: Effectively Coaching for Strong Pathways Implementation
• Module 5: Infusing Equity across the Pathway
• Module 8: Implementing Pathways: Advising Redesign | (3) Leading Transformative Change: What It Takes: What is required for colleges to implement a systems approach to innovation and change? How do coaches model change that develops leaders, empowers action, celebrates success and enables continuous improvement?

(4) Effectively Coaching for Strong Pathways Implementation: How does coaching support colleges to transform the way they work and improve student/institutional outcomes? How do coaches facilitate the work of college teams, model cultural change, identify red flags, and foster a learning agenda?

(5) Infusing Equity across the Pathway: How do coaches support the development of an iterative process to remove systemic and structural change, define the equity challenge, identify root causes, and build equity into each pathways pillar?

(8) Implementing Pathways: Advising Redesign: How do coaches support development of a comprehensive, holistic advising model and advising processes that align academic and non-cognitive needs? | Online manual of materials, with resources linked throughout | **October 23-24**, 2018 – Chicago, IL |

Virtual Learning Event: Module 6: Implementing Pathways: Data and Analytics	(6) Implementing Pathways: Data and Analytics: What data matters, how to embed data, assessing in real time for continuous improvement and developing a comprehensive research agenda	Access to recorded version of online training, tools and resources	TBD
Virtual Learning Event: Module 7: Implementing Pathways: Academic Redesign	(7) Implementing Pathways: Academic Redesign: How do coaches support backwards mapping that aligns with labor market outcomes, economic mobility, and skill/talent development requirements? How to facilitate alignment of faculty professional development with student success goals	Access to recorded version of online training, tools and resources	TBD
Webinars to review learnings and problem solve with other coaches	Approximately two webinars	Access to webinar recording and any related materials	TBD – hosted by JFF
Community of practice platform engagement	Online	Resources, articles, group discussions, access to consultancies, etc. via the platform	Ongoing – JFF in partnership with ATD to provide ongoing support and peer learning opportunities through a community of practice
In-person Event: Celebration and Conclusion of the Program	Review of learnings, planning for supporting one another going forward, planning time with your Center executive director for your work in the state, and celebration!	TBD	**Late Summer 2019** (date/location TBD) – Coaching training program will conclude with 2-day in-person event

Creating and Sustaining Transformational Change: What It Takes

This session is a collaborative effort of the following organizations:

Made possible by:

What is transformational change and why is it required for successful Pathways implementation?

Quick Turn and Talk

With the person next to you, take a few minutes to discuss:

- Think back to the online "Introduction to Pathways" course you took in advance of this session. Given what you know about Pathways, why do you think transformational change will be required? What makes Pathways reform more than just an "initiative?"
- Based on your own experience to date (either coaching or working at your own institution), what do you think are the biggest misconceptions about Pathways work?
- As a coach, how might you work with a college to dispel some of the misconceptions shared about pathways?
- What challenges do you anticipate?

Debrief

- Given what you know about Pathways, why do you think transformational change will be required? What makes Pathways reform more than just an "initiative?"
- Based on your own experience to date (either coaching or working at your own institution), what do you think are the biggest misconceptions about Pathways work?

Transformational change…

- **Alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products.**
- **Is deep and pervasive, affecting the whole institution.**
- **Is intentional.**
- **Occurs over time.**

Eckel, P., Hill, B., & Green, M. (1998). *On Change: En Route to Transformation*. Washington DC: American Council on Education.

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

Pathways Myths & Misconceptions
...and why implementation requires transformational change

- ~~Pathways is an initiative~~

- Pathways is a framework for structuring a holistic array of reforms that improve and fundamentally change the student experience

- ~~Pathways is just about mapping course sequences~~

- Transformation requires realignment of core business processes required to operationalize the student experience of pathways

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

Pathways Myths & Misconceptions
...and why implementation requires transformational change

- ~~Pathways is the end goal~~

- Pathways aligns policies and practices with a *unique institutional vision* to drive greater equity and better outcomes

- ~~"Structure" is a self-evident rationale for reform~~

- Creating greater structure is the means, not the end – true institutional transformation requires a more fundamental "why" to build urgency and provide the integrative foundation for reform

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

What does institutional transformation entail?
What is the coach's role in supporting the college through each step?

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

Create Routines of Effective Communication

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

Create Routines of Effective Communication

How do colleges build urgency and make the case?
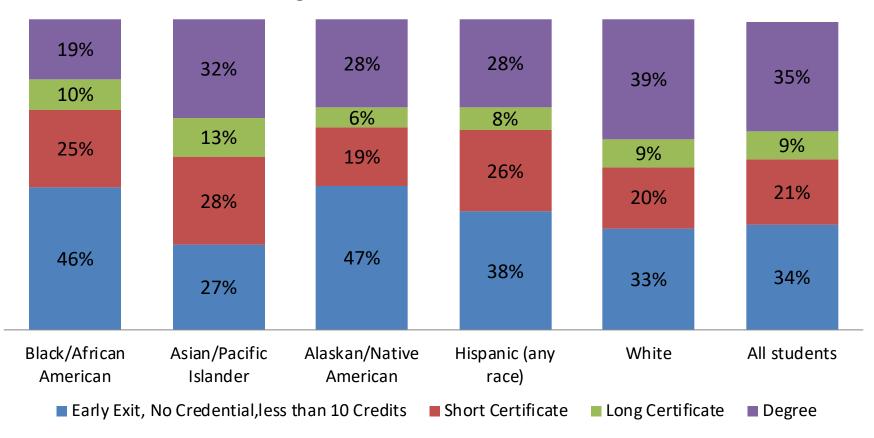
- Broadly share clear, limited, and important data points.

- Is the data easy to understand?
- Is it disaggregated enough to understand inequities and root causes?
- Does it describe problems, that if fixed, would lead to improved student outcomes?
- Are the outcome levels acceptable?
- Does it include some indicators or trends that can be changed in a reasonable period of time?
- Does it inspire action, rather than assign blame?
- Does it draw attention to institutional responsibility, rather than student deficits?

Disaggregated Data about Inequities

Highest Education Level Attained

Disaggregated Data about Root Causes

One college's institutional data

Early Momentum Metric	White Male Students	White Female Students	Black Male Students	Black Female Students	Latino Students	Latina Students
Zero credits in first term	**10%**	**9%**	**16%**	**13%**	**13%**	**11%**
Complete college math in first year	**33%**	**32%**	**19%**	**19%**	**33%**	**36%**
Complete college English in first year	**53%**	**54%**	**41%**	**44%**	**55%**	**60%**
Complete 24+ credits in first year	**22%**	**23%**	**14%**	**14%**	**23%**	**24%**

How do colleges build urgency and make the case?

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

- Activate the student voice. ("the Heart")

Focus groups

Student surveys

Secret shopper programs
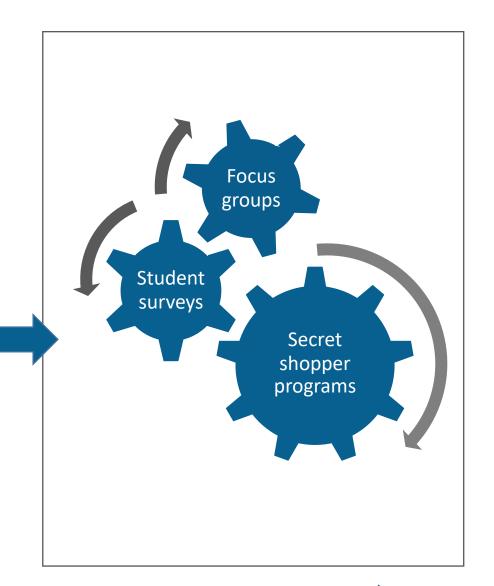
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How do colleges build urgency and make the case?

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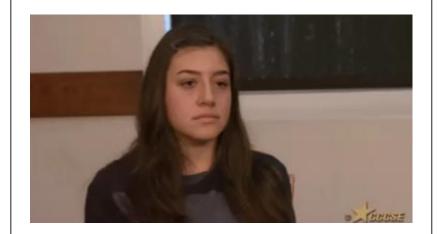
- Activate the student voice.
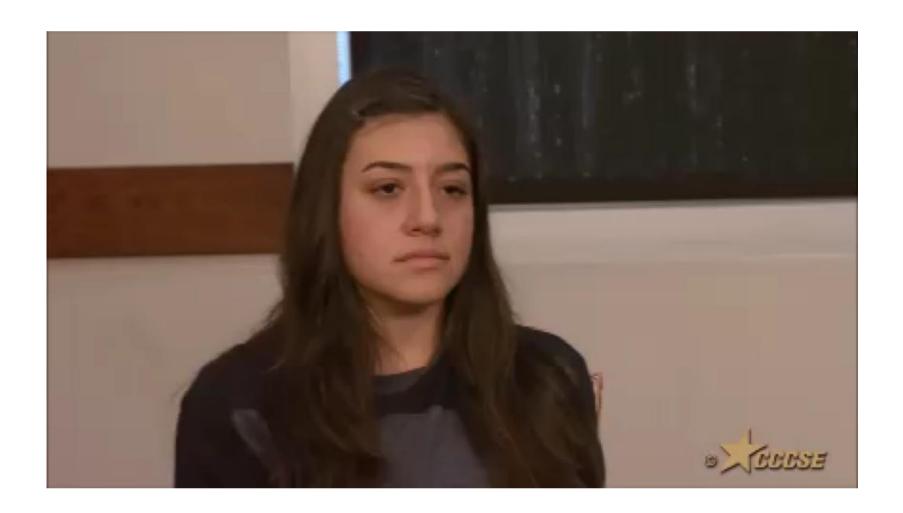
- Tell a human story.

Remind the audience of the reason for the work, and inspire them to action.

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Communicate a Vision and Create Urgency: What is the coach's role?

- Recommend colleges create a framework or slogan for the overarching goal that informs and aligns the work and drives the communications and marketing strategies
- Support/model data analysis to identify opportunity gaps
- Help identify key stakeholder groups and plan engagement strategies
- Explain the value of aligning all student success initiatives under one umbrella with common language and metrics
- Provide patient, specific and clear advice

Communicating a Vision and Sense of Urgency at Harper College

- Vision: Student Success

- Urgency: Decreasing college graduation rates and the need for family sustaining wages

https://www.youtube.com/watch?v=bwbrWGGRGRc

Harper College

Focus on a Single, Overarching Goal

- Student Success as represented by **10,604**

  - Communicated clearly and frequently

  - Provided regular status updates

  - Aligned all work of the College with 10,604

  - Focused all employees on this goal

  - Celebrated successes

Harper College

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

Create Routines of Effective Communication

Strategies for Building College-Wide Ownership

Create time and space to discuss data and the student voice

Coach's role: Encourage open meetings to review case statement, review data and provide input.
What questions could a coach ask?

Pathways

Strategies for Building College-Wide Ownership

Create time and space to discuss data and the student voice

Create shared language and lead the college in dialogue

- "People own what they create"
- Encourage the college to share the vision and seek input widely

    What questions can the coach ask?

Pathways

Strategies for Building College-Wide Ownership

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

- Value and leverage of "boots on the ground" experience
- **Cross-functional and cross-hierarchical**

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Pathways

Strategies for Building College-Wide Ownership

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

Coaches can help stakeholders see how individual strategies comprise focused, comprehensive redesign via constant communication from college leaders. This knocks down silos.

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Pathways

40

Strategies for Building College-Wide Ownership

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

Coach's role: Infuse data and equity in every conversation. Encourage or nudge consistency in messaging and communications.

Pathways

Strategies for Building College-Wide Ownership

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
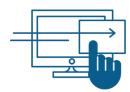
Create an adaptive, learning organization with leaders throughout.

Coach's role: Encourage experimentation and smart risk-taking. Support/model broad sharing of progress, proof and learning for ongoing and continuous improvement.

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Pathways

Building College-Wide Ownership at Harper

- Create cross-functional innovation teams to do the work
  - Designate co-leadership teams (faculty and administrator)
  - Ensure broad representation on teams (across all employee groups)

- Empower stakeholders to innovate and take risks
  - Encourage piloting of ideas and initiatives
  - Focus on learning what works and what doesn't

- Communicate activities and progress frequently

Harper College

Building College-Wide Ownership at Harper

We Are Harper

https://youtu.be/SnVDEz39Tp0

Harper College

Application Activity

- Your table will be assigned a description of a challenge that colleges may face in the first planning year for Pathways.
- Considering the strategies shared in the previous section, think about how you would approach the situation from a coaching perspective.
  - Who would you want to speak to and work with *first* within the college? Who else would you want to engage around this issue?
  - What questions would you ask?
  - What resources might you need?
  - What information would you share with the team you're meeting with at the college?
  - What might you suggest the college do next?
    Take 15 minutes to discuss with your table.

Application Activity

- Hold up 1 finger if you worked on Challenge 1, 2 fingers if you worked on Challenge 2, 3 fingers if you worked on Challenge 3.
- **Stand up and form a group of three, consisting of one person from each challenge area.**
- Take 10 minutes to discuss what you learned with your small group, specifically related to:
    - How to approach a complex coaching problem related to these challenges
    - Additional questions the coach might ask to make sure s/he had good information about the causes of the problem

Pathways

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

Create Routines of Effective Communication

Align structures and resources to Pathways:
What kinds of questions can the coach ask?

Is hiring of faculty and advisers aligned to Pathways goals?	What are qualities all faculty and advisers should have? Are hiring processes and tools aligned to those hiring goals?
How are professional development dollars allocated, college-wide?	How much is spent college-wide on professional development? How aligned are those expenditures with student success and Pathways implementation?
How are faculty and advisers evaluated, promoted, and recognized?	What is rewarded in the promotion and tenure process? How could these incentives be better aligned with Pathways implementation?

Pathways

Align structures and resources to Pathways: Coaching Tip

"Help them understand the importance of codifying and institutionalizing organizational and operational changes that have taken place. Once they are codified, it's harder to revert back to old ways or take a college in some new direction."

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

Create Routines of Effective Communication

Establish routines of inquiry and evidence use: Key points for coaches

- Implementation is *hard.*
- Sharing data/proof/learning rapidly leads to more effective continuous improvement.
- Infusing data and equity *in every discussion is key.*
- Requires systematic process and sequencing:
    - Delegation
    - Empowerment
    - Fidelity
    - Freedom to make mistakes and learn

Pathways

Establish routines of inquiry and evidence use: What kinds of questions can the coach ask?

Have SMART goals been set for each elements of pathways implementation?	What SMART goals are aligned to developing clear pathways, getting all students on a pathways, and keeping students on a pathway through graduation?
Have baseline data been collected and a schedule established for evaluation and course correction?	Do you have baseline data? What is the soonest you will have data to analyze that indicates progress? Are you measuring both process and performance outcomes?
Who should be monitoring, discussing, and evaluating progress? In what specific settings?	Is there a clearly defined assessment process? How is the data used to make changes/improvements? Who is at the table for the discussions?

Pathways

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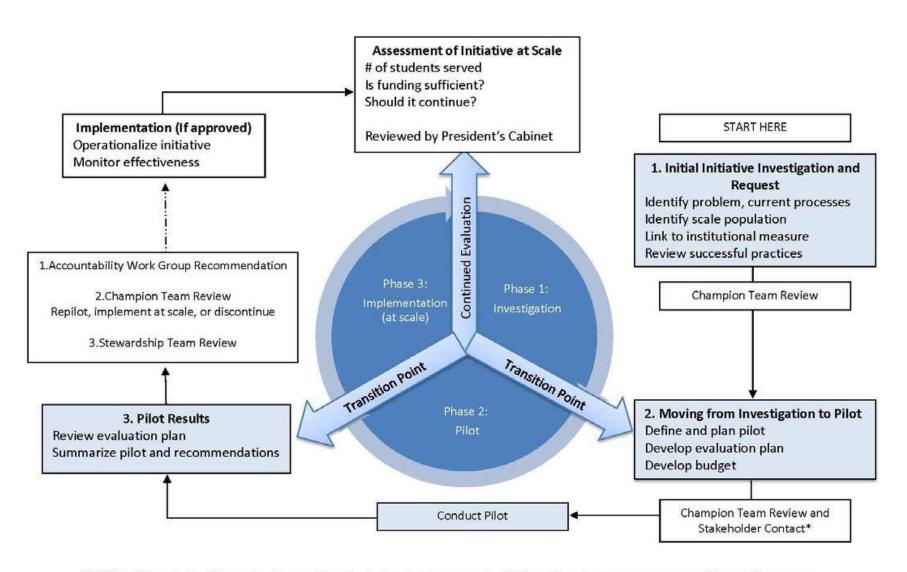COLLEGE EXCELLENCE PROGRAM

Inquiry and Evidence at Harper College

- Strategic Plan Structure
  - Champion Team
  - Strategic Initiatives Coordinating Council
  - Accountability Work Group

- Innovation Process
  - Investigation
  - Piloting
  - Evaluation (and implementation, if successful)

Harper College®

Three-Phase Innovation Process
2016-2019

Assessment of Initiative at Scale
# of students served
Is funding sufficient?
Should it continue?

Reviewed by President's Cabinet

START HERE

Implementation (If approved)
Operationalize initiative
Monitor effectiveness

1. Initial Initiative Investigation and Request
Identify problem, current processes
Identify scale population
Link to institutional measure
Review successful practices

1. Accountability Work Group Recommendation

2. Champion Team Review
Repilot, implement at scale, or discontinue

3. Stewardship Team Review

Champion Team Review

Phase 3:
Implementation
(at scale)

Phase 1:
Investigation

Continued Evaluation

Transition Point

Transition Point

Phase 2:
Pilot

3. Pilot Results
Review evaluation plan
Summarize pilot and recommendations

2. Moving from Investigation to Pilot
Define and plan pilot
Develop evaluation plan
Develop budget

Conduct Pilot

Champion Team Review and Stakeholder Contact*

*NOTE: Although the Champion Team will contact stakeholders as part of this review, the team may engage Shared Governance committees or other stakeholders at any point in the process, as appropriate.

What challenges may coaches face as they are helping colleges work through some of the issues that arise during the change process?

Let's hear from some coaches….
What challenges might coaches face during the _first planning year_ of the change process?

Colleges are too often organized into silos and fiefdoms, so the challenge is to guide leaders to find a more effective way of aligning goals and strategies.

Helping leaders understand that effective leadership includes the art of persuasion.

Existing cultural norms are difficult to change.

Pathways

Let's hear from some coaches….
What challenges might coaches face during
**early implementation** **of the change process?**

If a college makes changes related to organization, planning and focus, then sustaining the redesign and maintaining momentum is a challenge.

At times colleges think they are "done" with mapping or other pieces without cross faculty engagement or equity or data, so the challenge is to guide them to rethink their progress and understand where they need to go deeper.

Pathways

Let's hear from some coaches....
What challenges might coaches face during _early implementation_ of the change process?

Presidents often want to tackle too many problems at once. They feel the pressure to move the college quickly.

Those not in a structured state or national program (AACC, SSC, CBD) often do not have the organizational capacity or structure to stay on track.

Pathways

Activity: "Dear Abby" Letter

With your table, read the letter on your handout from an imaginary faculty member who is resistant to pathways implementation. Tables will discuss the following questions:

- *What other information would you like to have before responding? Where would you get it?*
- *How would you facilitate a discussion about the most appropriate way to respond?*
- *How could you help the college better engage faculty and staff to build ownership for the change?*

Take 20 minutes to discuss.

Share Out

- Choose two people from your group to **stay** at the table as the "explainer" and the "reporter."
- Everyone else moves to a table that discussed a letter that your table did not.
- Spend **20 minutes** discussing the problem, starting with a very brief explanation of the table's responses by the "explainer," followed by suggestions for additional coach effectiveness by the new table participants.

Debrief

- Reflections or "a-ha" moments from this activity or from the session as a whole?
- What questions do you still have? What resources do you need?

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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

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Strategies for Building College-Wide Ownership

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 are spent

Application Activity

To understand these strategies in context, your table will be assigned one of the challenges below that colleges may face in the first planning year for Pathways. Circle the challenge your table is discussing:

Challenge 1: The president is a strong leader who is fully bought into Pathways. However, she has not successfully articulated the "case" for Pathways, and faculty and staff don't understand why Pathways are needed.

Challenge 2: All of the work is done by a "coalition of the willing," without real engagement or collaboration from the majority of faculty, staff, or administrators. There is a lack of urgency among the college at large.

Challenge 3: The college has multiple goals and initiatives that are not aligned with one another. Communication is confusing and sometimes contradictory.

Using the strategies shared earlier, consider how you might approach the situation from a coaching perspective. Use the space below to capture your responses to each question, and take 15 minutes to discuss at your table.

1. Who would you want to speak to and work with *first* within the college? Who else would you want to engage around this issue?

2. What questions would you ask?

3. What resources might you need?

4. What information would you share with the team you're meeting with at the college?

5. What might you suggest the college do next?

In trios: Take 10 minutes to discuss what you learned with your small group, specifically related to:

1. How to approach a complex coaching problem related to these challenges.

2. Additional questions the coach might ask to make sure s/he had good information about the causes of the problem.

Pathways

With your table, read the letter on your handout from an imaginary faculty member, staff member, or administrator who is resistant to pathways implementation and answer the questions at the bottom of the page:

Dear Change Leadership Guru,

Please help! Our college is about to begin the process of building pathways. Some of my colleagues and I are questioning if we can ever do our jobs well enough so that we can just keep things the same for a while. It's so hard to be part of such a committed faculty and staff who are always being told we have to do things differently because our current best efforts aren't good enough to reach the stats and outcomes desired by administration. Our president says we are an exceptional faculty and staff—you should hear the praises we get at convocation. But then each year (or at least that's how it seems) in comes another proposed major change that clearly signals we aren't doing our jobs correctly. First it was about implementing case management in advising, then it was about improving developmental education pass and progression rates, and now it is about a complete redesign of the student experience with pathways. It's disheartening to feel like you are working so hard for these students, many of whom come to us horribly underprepared for college, and still we are told to take on even more responsibility and try even more shiny new initiatives, all of which take away from the time we need to spend on teaching and working with our students. Will we ever get it right? Help!

Sincerely, Never Good Enough

- *What other information would you like to have before responding? Where would you get it?*

- *How would you facilitate a discussion about the most appropriate way for the college to respond?*

- *How could you help the college better engage faculty and staff to build ownership for the change?*

"Dear Abby" Letter B

With your table, read the letter on your handout from an imaginary faculty member, staff member, or administrator who is resistant to pathways implementation and answer the questions at the bottom of the page:

Dear Change Leadership Guru,

Please help! Our college is about to undergo yet another major change initiative, and this one really has me and many of my fellow faculty and staff gravely concerned. We worry that this pathways redesign is going to limit students' choice and turn our community college into a job factory rather than a learning institution. We question whether it is right to push students onto a pathway and not allow them to explore their possibilities to the fullest. Isn't higher education about intellectual curiosity and self-exploration? Community colleges are open access institutions, but now we are limiting students' access to the possibility of falling in love with a major they didn't even know about when they arrived here. Our college is adamant about moving forward with this change, but I'm not sure it syncs with my true beliefs—and I am not alone in questioning this clash of values. All the administration has done to date has been to show us data that our students are failing to meet success outcomes—but does that mean that pathways is the right answer? I don't know. Help!

Sincerely, Validating Values

- ***What other information would you like to have before responding? Where would you get it?***

- ***How would you facilitate a discussion about the most appropriate way for the college to respond?***

- ***How could you help the college better engage faculty and staff to build ownership for the change?***

"Dear Abby" Letter C

With your table, read the letter on your handout from an imaginary faculty member, staff member, or administrator who is resistant to pathways implementation and answer the questions at the bottom of the page:

Dear Change Leadership Guru,

Please help! Our college is about to undergo pathways redesign, yet another major change initiative, and many of us faculty are gearing up to take on more and different responsibilities that are nowhere to be found in our job descriptions. Most faculty are at this community college because we love teaching and our academic disciplines, and want students to find their own spark in learning. But now with this change, we are going to have to add more advising responsibilities on top of our heavy course loads, make time to enter info into a new early alert system, track class attendance and participation, serve on data inquiry committees, and on and on. When will we have time to stay current in our disciplines and focus on improving our teaching? They don't tell new faculty all of this during the hiring process, and no one has changed our job descriptions. My colleagues and I want to continue to earn high performance marks each year, but now it's getting confusing as to what matters most at this college. Were we hired to enter student data into tracking systems, or are we supposed to teach and work with students? Help!

Sincerely, Which Way to an A?

- *What other information would you like to have before responding? Where would you get it?*

- *How would you facilitate a discussion about the most appropriate way for the college to respond?*

- *How could you help the college better engage faculty and staff to build ownership for the change?*

"Dear Abby" Letter D

With your table, read the letter on your handout from an imaginary faculty member, staff member, or administrator who is resistant to pathways implementation and answer the questions at the bottom of the page:

Dear Change Leadership Guru,

Please help! Our college is about to undergo yet another major change initiative, and our president has gone MIA. Back when conversations first started about this initiative, our president was excited, and it seemed like every other week we were getting a message about how important faculty engagement in the effort was going to be. Big deal at convocation, town hall meetings, department presentations, you name it. It felt like this was going to be the big change and we were all part of a major revitalization that mattered. Now, we hear from administrators who've been handed the baton, and it seems that the president has moved on to other interests. Don't get me wrong—I admire our leadership team members. But there's a tone of "get it done" management that leaves me and my colleagues craving inspiration and vision. Add on top of that a big question mark of who has legitimate authority to lead this change. Will it last if it doesn't have strong support from the president? Or is this just the fad of the week? Help!

Sincerely, Desperately Seeking Leadership

- *What other information would you like to have before responding? Where would you get it?*

- *How would you facilitate a discussion about the most appropriate way for the college to respond?*

- *How could you help the college better engage faculty and staff to build ownership for the change?*

**Effectively Coaching
for Strong Pathways Implementation**

This session is a collaborative effort of the following organizations:

Made possible by:

Why is coaching a key part of successful Pathways implementation?

What do coaches do? What does this look like on the ground?

What do coaches do?

Nurture and support college teams to improve **student and institutional outcomes** via <u>**culturally responsive, customized coaching.**</u>

What do coaches do?

Model, guide and encourage teams of faculty, staff and administrators to **create conditions for urgent, large-scale, transformative change**.

Pathways

What do coaches do?

Model collaborative problem-solving and decision-making.

What do coaches do?

Question, challenge, encourage and inspire teams to **create conditions, policies, and practices** that enable students to succeed.

What do coaches do?

Support the development of **<u>organizational capacity to design, deliver and evaluate</u>** large-scale **redesign and continuous improvement.**

What do coaches do?

Work collaboratively or in consultation with
State Systems Offices, Student Success Centers,
and other organizations.

Pathways

How can coaches maximize their efficacy?

Group Discussion

Independently read the handout *Characteristics of Effective Coaches.* Then, work with those at your table to discuss the characteristics and complete the organizer, focusing on the following question:

What specifically might a coach say or do to demonstrate each of these qualities in their work at a college?

Take 20 minutes to discuss.
Then, write one example from each category on a post-it and place it on the corresponding chart around the room.

Pathways

Gallery Walk

Take a few minutes to move around the room and read responses from the other groups.

Panel: **What challenges do coaches face? How do different coaching types or styles affect how coaches address those challenges?**

15-MINUTE BREAK

Self-Assessment

Take 10 minutes to independently complete the "What's Your Coaching Style?" handout to determine your coaching type.

- Respond to the questions on your handout by circling the descriptor from the handout grid that best describes your "go-to" coaching response.

- Once you respond to each of the questions, count the number of responses that you have in each quadrant and record your totals on the handout to determine your dominant coaching style.

Pathways

Handout p. 5

Coaching Roundtable

Move to the table of a coach who will be discussing your dominant coaching style, based on the chart on the next slide.

- *(for the leader coach)* Discuss with the group how you built on or adapted your coaching style to fit with the leadership, culture, history, and/or "way they do business" at a college you've worked with as a coach. What intentional process did you follow to do this? What challenges did you have, and how did you overcome them?
- *(for the leader coach)* Sometimes, the situation requires you to take on a different coaching style. Discuss this other style, and how you adapt your "typical" approach to fit the demands of the situation.
- (*for the group)* What questions do you have?
- *(for the group)* What do you anticipate will be your biggest strengths and challenges in coaching, given your coaching style?

Discuss for 20 minutes.

Pathways

Coaching Roundtable

	Coach	Style #1	Style #2
1	Ed Hughes	Mentor	**Enthusiast**
2	Linda Garcia	**Collaborator**	Enthusiast
3	Shauna Davis	**Mentor**	Enthusiast
4	Mei-Yen Ireland	Collaborator	**Instructor**
5	Michael Baston	**Mentor**	Instructor
6	Cindy Lopez	**Collaborator**	Instructor

Pathways

Debrief

- Any new insights about your coaching style or the role of the coach from these discussions?
- Any new strategies or tips to share with the group?

Group Activity: Mini Case Study

With your table, take **20 minutes** to discuss your assigned mini-case study. Consider the questions included in your assigned case, as well as the questions below:

- **What would your role be** as a coach in this situation?
- **What questions would you ask? With whom would you want to meet?**
- How would your **coaching style** be an <u>asset</u> in this situation? And a <u>challenge</u>?
- How might you **address this situation differently *now*** than you would have before hearing from the veteran coaches today?

Pathways

Coaching Roundtable

Case Study	States	
1	OH/TX FL/HI OR/WA	
2	CA VA/WI MI/NC	
3	AR/CT NJ/NY	

Pathways

Debrief: What-So What-Now What?

- **WHAT?** Share a few issues or ideas that your group discussed as part of your mini-case.
- **SO WHAT?** Share one way that the discussion advanced your understanding of the coach's role or your development as a coach.
- **NOW WHAT?** Share an action item or a question that you have after today's session.

Pathways

A-ha moments? Reflections?

Handout: Effective Coaching

What do coaches do?	What does this look like?
Nurture and support college teams to improve student and institutional outcomes via culturally responsive, customized coaching.	
Model, guide and encourage teams of faculty, staff and administrators to create conditions for urgent, large scale, transformative change.	
Model collaborative problem-solving and decision-making.	
Question, challenge, encourage and inspire teams to create conditions, policies, and practices that enable students to succeed.	
Support the development of organizational capacity to design, deliver and evaluate large-scale redesign and continuous improvement.	
Work collaboratively or in consultation with State System Offices, Student Success Centers, and other organizations.	

Pathways

Handout: Characteristics of Effective Coaches

Characteristics	If a coach demonstrates this characteristic, what might you hear them say?	If a coach demonstrates this characteristic, what might you see them do?
Excellent communication and listening skills • Employ appreciative inquiry • Build rapport and trust • Motivate and inspire		
Strong interpersonal skills • Engaged facilitation • Customer service focus • Emotional intelligence • Flexibility and tolerance for ambiguity		
Analytical and problem-solving strengths • Ask powerful, probing questions to clarify • Challenge assumptions: Why? • Support difficult discussions and decisions		

Pathways

Handout: Characteristics of Effective Coaches

Characteristics	If a coach demonstrates this characteristic, what might you hear them say?	If a coach demonstrates this characteristic, what might you see them do?
Experience as a team leader and a team player • Do homework • Support affirming, celebrating, and leveraging prior work and achievement		
Commitment to student success work and equity		
Understanding strategies that drive transformative change		

Pathways

Characteristics	If a coach demonstrates this characteristic, what might you hear them say?	If a coach demonstrates this characteristic, what might you see them do?
Experience as a change agent, especially championing and managing project(s) that resulted in improved student and institutional outcomes		

*Additional Strengths for Pathways Coaching: Substantive knowledge and resources in one or more areas:
- Developmental education/gateway course redesign
- Academic program mapping
- Advising system redesign, especially career advising
- Teaching and learning innovation
- Professional development
- Policy development
- Strategic finance
- Institutional effectiveness

Pathways

Handout: What's Your Coaching Style?

This exercise is intended to provide insight into your coaching style. As we define it, style refers to: "a particular pattern or way of behaving" that coaches use as their "go-to" tools when working with college teams. To assess your style:

1. Complete the coaching style assessment by responding to the following questions by circling the descriptor from the grid below that best describes your "go-to" coaching approach.
2. Once you respond to each of the questions, count the number of responses that you have in each quadrant.
3. Write your totals for each quadrant below.

Collaborator		Enthusiast	
• **Coaxing**	• **Supporting**	• **Selling**	• **Cajoling**
• **Encouraging**	• **Problem**	• **Motivating**	• **Explaining**
• **Facilitating**	**Solving**	• **Coaching**	• **Promoting**
• **Elucidating**	• **Empowering**	• **Convincing**	• **Persuading**
	• **Summarizing**		
Mentor		**Instructor**	
• **Observing**	• **Experimenting**	• **Instructing**	• **Lecturing**
• **Monitoring**	• **Prompting**	• **Directing**	• **Guiding**
• **Reflecting**	• **Challenging**	• **Structuring**	• **Informing**
• **Empowering**	• **Echoing**	• **Describing**	• **Presenting**

1. **As a coach, what do you see as your primary role?**
2. **When you are coaching, which communication strategies do you employ primarily?**
3. **What is your approach to goal-setting with the team?**
4. **As a coach, how do you build trust with the team?**
5. **When coaching, how do you support the team?**
6. **As a coach, how do you communicate instructions?**
7. **How do you present task-relevant feedback to the team?**
8. **How do you deal with failure when coaching the team?**
9. **When coaching, how do your raise uncomfortable topics that are affecting the team's ability to accomplish tasks?**
10. **When coaching, what strategies do you use to maintain the team's focus on the objectives?**

Totals:

Collaborator: _____   **Enthusiast: _____**

Mentor: _____   **Instructor: _____**

Dominant Coach Style: _____

Coaching Roundtable Discussions: Notecatcher

Round 1: Move to the table of a coach who has the *same* coaching style as you do. With your group, discuss the following questions:

For the leader coach: Discuss with the group how your coach style had to be adapted to fit with the leadership, culture, history, and/or "way they do business" at a college you've worked with as a coach. What intentional process did you follow to do this? What challenges did you have, and how did you overcome them?

For the group: What questions do you have? What do you anticipate will be your biggest strengths and challenges in coaching, given your coaching style?

Round 2: Move to the table of a coach who has a *different* coaching style from yours. With your group, discuss the following questions:

For the leader coach: Discuss with the group how your coach style had to be adapted to fit with the leadership, culture, history, and/or "way they do business" at a college you've worked with as a coach. What intentional process did you follow to do this? What challenges did you have, and how did you overcome them?

For the group: How does your style differ from the style of the leader coach? What strategies could you adopt from this style that is different from yours?

Pathways

With your table, take **20 minutes** to discuss your assigned mini-case study (on the following pages). Consider the questions included in your assigned case, as well as the questions below:

- What would your role be as a coach in this situation?

- What questions would you ask? With whom would you want to meet?

- How would your coaching style be an asset in this situation? A challenge?

- How might you address this situation differently *now* than you would have before hearing from the veteran coaches today?

Case 1: Medium Sized Community College (MSCC) was kicking off a multi-year college-wide redesign of the student experience using the pathways framework. Members of the IR team prepared data, including student performance along several key early momentum metrics as well as completion data, in advance of the first site visit meeting with the pathways coach. The data was shared with the coach and the members of the college's core redesign team.

The data was voluminous. It consisted primarily of data tables with generic titles (such as first semester students, 2012-6). Some of the tables appeared to be describing the same cohorts of students but the totals were different and definitions were not included. In several of the tables, the percentages did not total to 100%.

As soon as the on-site meeting about data began, the head of IR expressed his conclusions about what the data said. It was clear, both from the questions asked and the body language, that most of the core team members were unfamiliar with the data, didn't understand it, and were having a hard time following the discussion.

The head of IR then announced that he had spoken with the chair of the English department and they agreed to conduct focus groups in several sections of Gateway English to understand why some students succeed and others don't. They planned to interview two "good" and two "bad" students in each course section based on student performance over the first three weeks of the semester. A few members of the core team suggested expanding the size of the focus groups and wanted to know if this was a "statistically valid sample," but no one questioned the methodology.

Questions to consider:
1. *What issues would you recommend the coach discuss with the core group, and why?*

2. *How could a coach help the core group "reset" its approach to data analysis?*

3. *What discussion processes could the coach use to steer the core team toward group discovery? Is there any role for data modeling by the coach?*

4. *What opportunities does this situation offer for infusing equity into the discussion?*

Case 2: Suburban Community College (SCC) got off to a great start. They spent most of the first year of their pathways work discovering the root causes of the equity gaps and sharing/discussing the implications with the broad college community. The team felt a sense of pride and accomplishment for creating an action plan that reflected qualitative and quantitative data about institutional barriers, reflected the student voice in the strategy recommendations, and had deep support among faculty, staff and administrators.

However, the action plan did not include a detailed description of specific responsibilities or deadlines. There were no milestones or clearly defined processes for determining the extent to which progress was being made. There was frustration by the end of the first implementation year that the college had not made much progress towards their overall redesign goals.

The coach is on site with the college only twice per year, but tries to engage in between visits via zoom meetings, check-in phone calls and follow-up emails. Scheduled calls and meetings frequently get cancelled or postponed indefinitely. Despite collaboratively setting an agenda with the core team in advance of the site visit, participants in the meetings often are unprepared and default to a repetition of information that was discussed previously and/or the action plan power point presentation. The coach observed that the core team's focus seemed to change to the "priority of the moment" once the site visit is over.

The college president is disengaged from the process, rarely attending or participating in the on-site meetings. In one on one conversations with the coach, she expressed frustration with the lack of implementation progress being made and the capacity of her VPs to manage multiple priorities. The team told the coach that they know the president is not happy with their progress, but they don't think she understands how hard it is to implement the strategies selected or stay focused with everything that is going on at the college.

Questions to consider:
1. What additional information does the coach need to help understand how best to get the college team back on track to make implementation progress?

2. How would you address with the president her lack of confidence in the team? How would you address with the team their lack of confidence about the president's commitment to the redesign work?

3. What types of strategies have you seen in other situations that might help this team recreate the feeling of success they had at the end of the first planning?

Case 3: The first time the core team from **Rural Community College (RCC)** met with their pathways coach, they laid out their plan for redesigning academic and support services to improve student and institutional outcomes. Core team members, led by a well-respected and active faculty member, had read several articles about student success strategies and attended a few webinars and conferences where these strategies were discussed. Their plan incorporated many of these "best practice" strategies including advising redesign, mandatory first year orientation, a first-year experience course, and faculty innovation groups. The plan did not incorporate much analysis of student performance data beyond credential completion, or perspectives from students about their college experiences. And, the data that was included had not been shared widely or discussed in college-wide venues.

The pathways coach described a comprehensive process that other colleges use for more in-depth discovery and learning about student barriers and equity gaps, explained the relationship between this intentional process and the equitable provision of student supports, and modeled several examples of how this process could add value using data from RCC and (anonymously) other colleges. Despite some reservations, the team agreed overall that a similar process could help them prioritize their redesign efforts.

Over a several month period, the team completed a thorough discovery process, identifying root causes of equity gaps, capturing student perspectives, assessing institutional strengths and resources, and engaging a broader group of faculty, staff and administrators. They were proud of their work and what they learned, especially across departments and functions.

The faculty core team lead volunteered to write the first draft of the Action/Implementation Plan. There was significant surprise and consternation when he presented the draft Plan at a core team meeting, also attended by the pathways coach. The draft Plan matched the initial pre-discovery plan, almost word for word. It was not aligned with new information about the most pervasive student barriers and equity gaps, focused on discrete interventions, and was not scalable to large numbers of students.

Questions to consider:

1. How could the coach diffuse some of the confusion/consternation among the core team members and help move the team forward, incorporating their contributions in a more collaborative way?

2. How could the coach support the core team lead to develop additional engagement, collaboration and communication skills?

3. What is a realistic time frame for accomplishing each of these challenges?

4. What recommendations could you offer about how the team should organize its work going forward to maximize cross-functional learning and improvement?

Infusing Equity Across the Pathway

This session draws from work done by the following partners:

This workshop has been made possible by:

What is your philosophy for student success?

Students First

| Diversity | Inclusion | Equality | Equity |

Historically, terms like equality, inclusion, diversity, and equity have often been used synonymously or in one phrase as a catch-all for institutional efforts to close achievement gaps among different racial/ethnic and socioeconomic groups.

Pathways

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Reflection: *Take 10 minutes to independently reflect.*

- **Personal:** *Describe an example where **you helped students** to overcome barriers, challenging life circumstances, or personal issues due to systemic bias. What were the barriers? What strategy did you use to address it? Did you use a equality, equity, diversity and/or inclusion strategy?*

- **Institution**: *Describe how **an institution you are familiar with defined barriers and determined what success meant for these students**? How was this definition of success similar or different from the rest of the student body? If it was the same, what supports (if any) were provided to level the playing field? And in what ways was it similar or different to your own personal philosophy? If it was different, what actions did you take to impact the institution?*

Pathways

Bias and your coaching style

- Acknowledge potential for bias
  - To embrace diversity, it is important to regularly check to see if biases are influencing our decisions

- Be wary of first impressions
  - How you connect with someone initially may be based on how similar or dissimilar they are to you

- Learn about stereotypes
  - Look closely at your expectations to see if they are colored by stereotypes

- Broaden your focus
  - We tend to see what we expect to see, and when the data disagree, we often assume the data is wrong or ignore it

- Expose yourself to alien experiences
  - Recognize your own cultural assumptions

Dyad Discussion

Reflection & Coaching Opportunity (15 minutes)

*One person at a time **share both reflections.** (1-2 minutes for each scenario = 3-4 minutes)*

*Listener **acknowledges** the aspect of the strategy that effectively addressed barriers and why. (2 minutes)*

*Together explore **suggestions** for **alternative ways** to help the students and/or institution be more successful. (2 minutes)*

Acknowledge your Coach!

Pathways

Diversity	≠	Inclusion	≠	Equality	≠	Equity

Leading transformational change that eliminates race- and class-based disparities in student success requires clear goals that distinguish between these ideas and the strategies.

Pathways
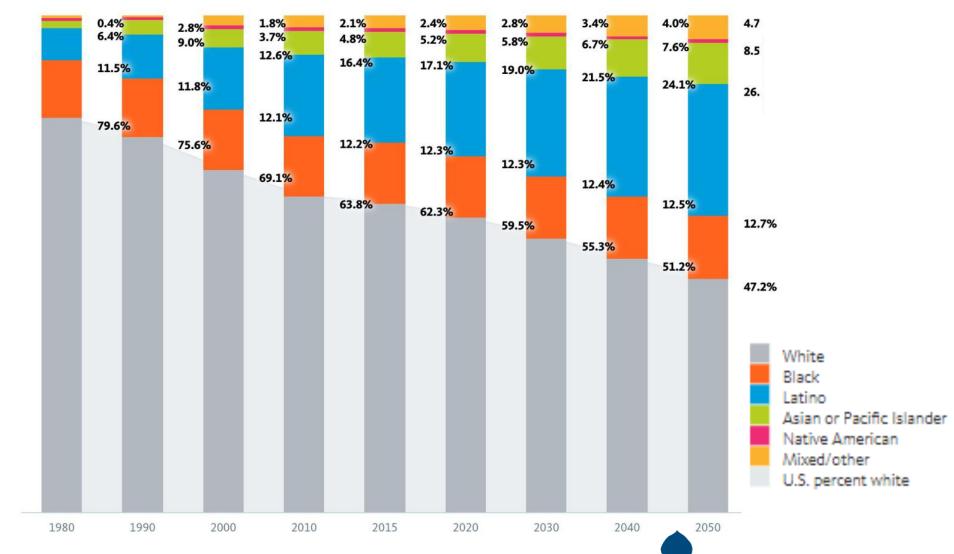
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Why explicitly focus on equity as part of a student success reform agenda?

Because the U.S. is changing...

Racial/ethnic composition: United States, 1980-2050

*Data from National Equity Atlas (nationalequityatlas.org)

...and because Black, Latinx and Native Americans:

- disproportionately live in poverty
- are disproportionately stranded in low-wage work (15.4% of the Black population and 21.5% of the Latinx population, compared with 6.8% of the White population)
- have lower educational attainment for jobs that are projected to be in demand in 2020
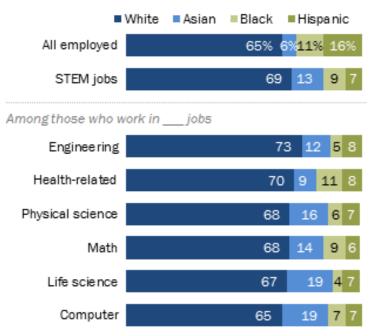
Education is the key to economic mobility, but that is only part of the answer.

Pathways

Representation in high-growth, high-wage fields is still unequal.

Blacks and Hispanics underrepresented across most STEM job clusters

% of employed in each occupational group who are ...

■ White ■ Asian ■ Black ■ Hispanic

	White	Asian	Black	Hispanic
All employed	65%	6%	11%	16%
STEM jobs	69	13	9	7

Among those who work in ____ jobs

	White	Asian	Black	Hispanic
Engineering	73	12	5	8
Health-related	70	9	11	8
Physical science	68	16	6	7
Math	68	14	9	6
Life science	67	19	4	7
Computer	65	19	7	7

Note: Based on employed adults ages 25 and older. Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race. Other and mixed race non-Hispanics are not shown. Engineering includes architects. STEM stands for science, technology, engineering and math.
Source: Pew Research Center analysis of 2014-2016 American Community Survey (IPUMS).
"Women and Men in STEM Often at Odds Over Workplace Equity"

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Turn and Talk: *Use what you just heard, plus the data in your handout*

- **Personal**: *In what ways are you personally persuaded by the data to take action? Are there other forms of data that would be important to have in your toolkit when thinking about equity?*

- **Institution:** *Which specific data points could be the most impactful when helping an institution to evaluate their student success agenda and why? How might data be used to build urgency for equity?*

- **Coach:** *How could you help colleges think about equity by bringing voices of individual students to the forefront using the transformational change module we worked on yesterday?*

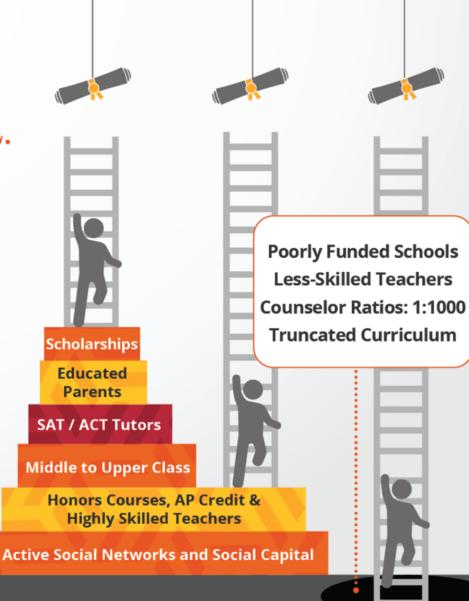# Why explicitly focus on equity as part of a student success reform agenda?

Examples:
- *All students attend first year orientation*

- *All students enroll in First Year Experience Course*

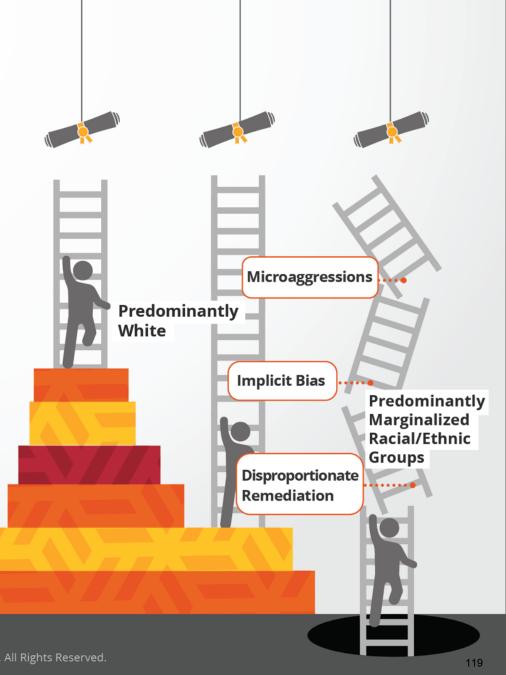- *All students meet with an advisor during the fall term*

But the world **ISN'T EQUAL.**

Poorly Funded Schools
Less-Skilled Teachers
Counselor Ratios: 1:1000
Truncated Curriculum

Scholarships
Educated Parents
SAT / ACT Tutors
Middle to Upper Class
Honors Courses, AP Credit & Highly Skilled Teachers
Active Social Networks and Social Capital

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And it has

BIAS AND SYSTEMIC RACISM.

Predominantly White

Microaggressions

Implicit Bias

Predominantly Marginalized Racial/Ethnic Groups

Disproportionate Remediation

CENTER *for* URBAN EDUCATION

Diversity: ensuring that different identities and cultures reflect our communities and nations

In contrast, EQUITY redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.

Regular data disaggregation & analysis

Goal setting and action planning

Faculty & staff training to be equity facilitators

Inquiry to understand how practices impede equity

CENTER for URBAN EDUCATION

Policies, practices and mindsets to ensure equitable <u>outcomes</u>

- All students get the support to have an equal chance of success
- Some students need more than others

Pathways

Equity *in what, for whom*?

- **Equity in *access*:** the college intentionally enrolls students from every racial/ethnic, age, socioeconomic, or gender group to match the community or service area population

- **Equity in *learning*:** the college ensures that faculty provide high quality instruction and learning opportunities in and outside the classroom that reflect differences in students' academic preparation levels, abilities, and cultural backgrounds

- **Equity in *success*:** as the result of policies, practices, procedures and mindset, there are no race- or class-based disparities in completion rates, overall AND in high-wage/high-demand fields and programs of study

Pathways

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The Coach's Role

- Understand the existing culture around equity at the college
- Bring equity considerations to the forefront of discussion throughout the Pathways implementation process
- Help colleges examine data to identify equity gaps and determine root causes
- Help colleges translate equity statements and conversations into action

How can coaches do this?
What questions should they ask?

Pathways

Equity Considerations in the ATD Equity Statement

- Commitment to student access and success for *all* students

- Acknowledgment of achievement gaps as the result of structural racism and systemic poverty

- Higher education institutions obligated to work toward equity for students
  - Each students gets what they need to be successful
  - Colleges scrutinize and dismantle barriers facing underserved students

Quick Turn and Talk

- **Personal**: *How is this different than how you've traditionally thought about equity in your own work? Consider the examples captured at the beginning of this session, would you approach or analyze them any differently after this presentation?*

- **Coach:** *What challenges do you anticipate when using these terms with the colleges you are coaching?*

Pathways Guiding Questions

- How many students are enrolled by "program code"?

- What are the career and academic goals of students in every "program code"?

- Do all "programs" clearly lead to a) job paying livable wage, or b) transfer w/no excess credits in student's field of interest?

- Can students easily monitor their progress toward their goals?

- Does the college monitor each student's progress toward his/her goals? Which students is no one monitoring?

- Are students achieving their goals for college and employment?

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Pathways

How coaches support colleges to infuse equity throughout Pathways

Map pathways to student career goals

Help students choose and enter a path

Help students stay on their path

Ensure that students are learning

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Pathways

Equity Considerations in the Scale of Adoption Assessment

- The Scale of Adoption Assessment (SOAA) is a tool to help colleges assess how far along they are in implementing pathways practices at scale.

- It identifies areas of strength and progress, and areas for further development and/or resources.

- The SOAA suggests questions colleges should be asking about their progress in infusing equity in pathways.

Equity Considerations in the SOAA

Map pathways to student career goals

- Programs reviewed to ensure they lead to living-wage jobs
- Equity in access to information about programs and the college at large
- Transparency about financial costs and economic benefit of program completion

Help students choose and enter a pathway

- Examination of who is advised into what programs
- Disaggregation of success data for critical program courses
- Partnerships with feeder high schools that serve predominantly underrepresented students, with emphasis on strategies that support those students

Equity Considerations in the SOAA

Keep students on their path

- Support for advisers to increase equity in program access and persistence
- Integration of academic and student support services into pathways
- Support for low-income students' financial stability needs

Ensure that students are learning

- Professional development and support for faculty to increase success for underrepresented students
- Disaggregation of program learning outcomes data, program retention and completion data, etc. to examine equity gaps, and subsequent discussion of data with stakeholders

Pathways

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY
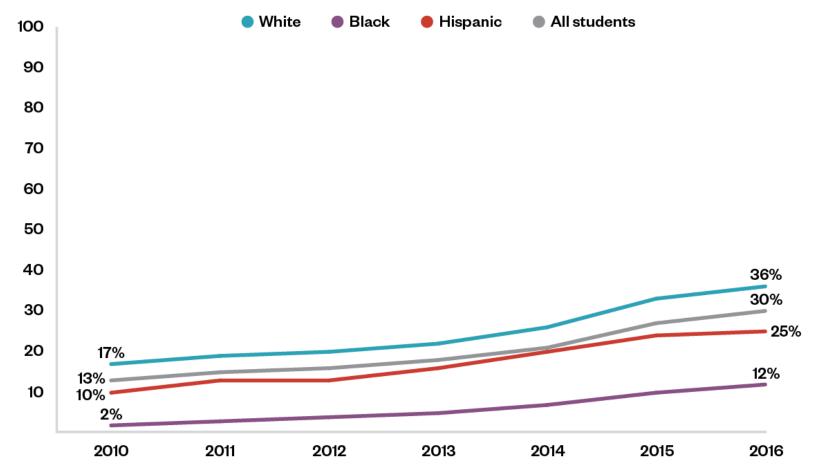
When colleges focus on equity, outcomes change.

Early evidence from Tennessee's community colleges

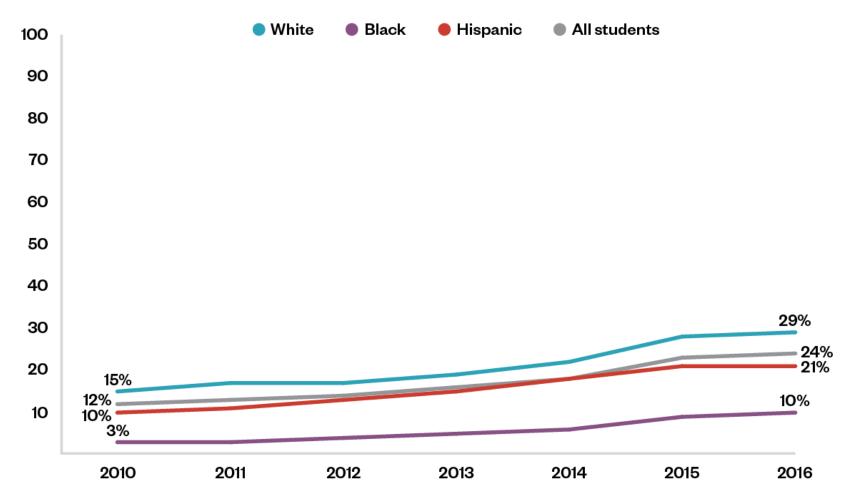# Figure 9: Proportion of Students Who Earned 12+ College Credits in their First Term by Race/Ethnicity

Jenkins, D., Brown, A.E., Fink, J., Lahr, H., & Yanaguira, Y. (2018). *Building Guided Pathways to Community College Student Success: Promising Practices and Early Evidence from Tennessee.* Community College Research Center, Teachers College, Columbia University. https://ccrc.tc.columbia.edu/publications/building-guided-pathways-community-college-student-success.html
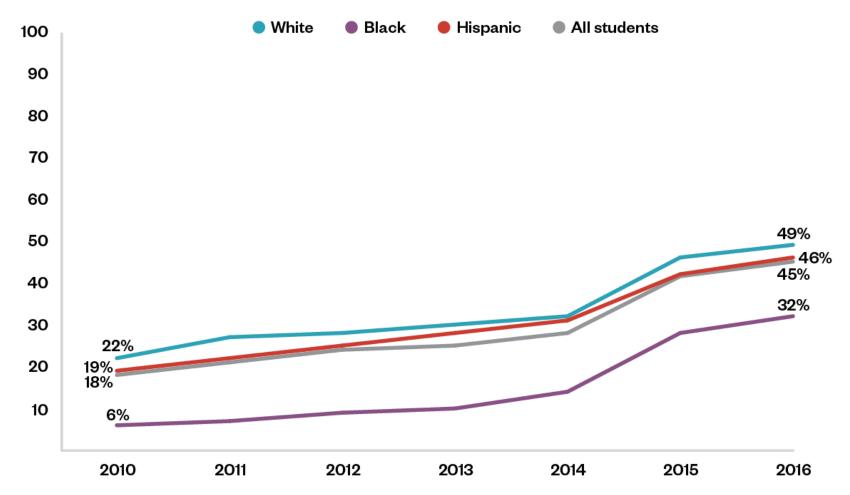
Figure 10: Proportion of Students Who Earned 24+ College Credits in their First Year by Race/Ethnicity

Fall Cohort of First-Time-Ever-in-College Students

Jenkins, D., Brown, A.E., Fink, J., Lahr, H., & Yanaguira, Y. (2018). *Building Guided Pathways to Community College Student Success: Promising Practices and Early Evidence from Tennessee.* Community College Research Center, Teachers College, Columbia University. https://ccrc.tc.columbia.edu/publications/building-guided-pathways-community-college-student-success.html
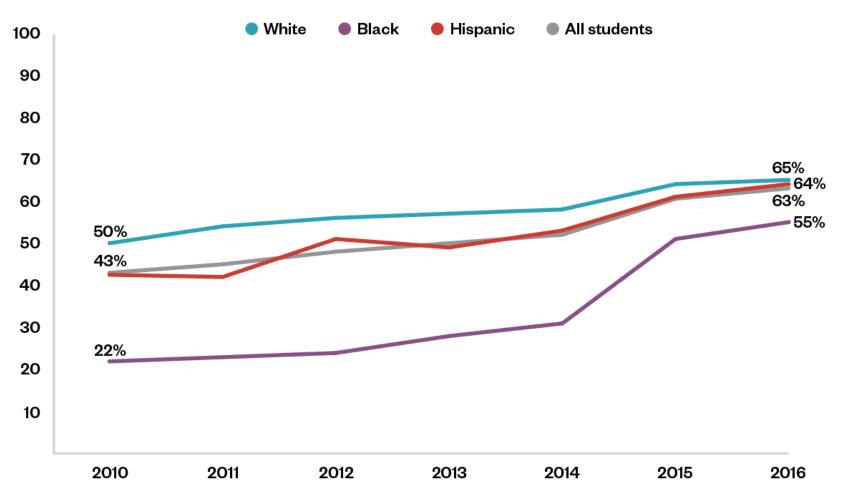
Figure 14: Proportion of Students Who Completed College Math in Their First Year by Race/Ethnicity

Fall Cohort of First-Time-Ever-in-College Students

Jenkins, D., Brown, A.E., Fink, J., Lahr, H., & Yanaguira, Y. (2018). *Building Guided Pathways to Community College Student Success: Promising Practices and Early Evidence from Tennessee.* Community College Research Center, Teachers College, Columbia University. https://ccrc.tc.columbia.edu/publications/building-guided-pathways-community-college-student-success.html

Figure 15: Proportion of Students Who Completed College English in Their First Year by Race/Ethnicity

Fall Cohort of First-Time-Ever-in-College Students

Jenkins, D., Brown, A.E., Fink, J., Lahr, H., & Yanaguira, Y. (2018). *Building Guided Pathways to Community College Student Success: Promising Practices and Early Evidence from Tennessee.* Community College Research Center, Teachers College, Columbia University. https://ccrc.tc.columbia.edu/publications/building-guided-pathways-community-college-student-success.html

15-MINUTE BREAK

Bringing Equity Considerations to the Forefront: Group Activity

- Each table will be assigned to one of the 4 Essential Pathways Practices. Imagine you are coaching a college working on this step of implementation. Take **15 minutes** to discuss.
- Consider:
  - There are copies of the Scale of Adoption Assessment on your tables. Which SOAA equity considerations or questions for your assigned Pathways Practice do you think would be easiest for most colleges to discuss and answer? Which would be most difficult? Why?
  - How might your existing biases or blinders come into play in this conversation? What challenges do you anticipate, given your coaching style and any existing biases?
  - What questions might you ask? How could you resurface that students need to be the level of focus at this step of the implementation process?
  - Who should be in the room for these conversations?

Pathways

Helping colleges examine data to identify equity gaps and determine root causes

- What data should the college be looking at to discover the root causes of the equity gaps?
- What is the coach's role? How can you create opportunities for data to be reviewed and debated widely?

Example: Urban Community College (UCC)

- *Within total population, 40% students of color*
- *Many students of color indicate that they are interested in the college's healthcare and STEM programs that lead to high-wage jobs…but enrollment in these programs and completion rates in pre-requisite courses are low for students of color, causing underrepresentation in those fields.*

If you were the coach at this college, what else would you want to know before beginning to start a conversation about strategies for the college to pursue? What additional data would you suggest the college collect to develop strategies to support struggling students more equitably?

Pathways

What is your coaching strategy for UCC?

As part of your take-home assignment, you'll consider these questions:

- If you were the coach at this college, what else would you want to know before starting a conversation about strategies for the college to pursue?
- What additional data would you suggest the college collect to develop strategies to support students more equitably?
- What questions would you ask to help the college consider new strategies for onboarding and advising students of color?
- What questions would you ask to help the college develop new strategies to support students in making progress through the general education and prerequisite core courses in order to gain admission to and/or complete programs that lead to higher wages?
- Who at the college should be involved in designing more effective strategies to remove barriers? In implementation? In ongoing assessment and improvement?
- What professional development would you recommend to support faculty and staff to make progress on these complex issues?
- Where do you anticipate challenges? What biases might you bring to this work, and how can you address them?

Handout p. 10-11

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Pathways

Full Group Debrief

- What ideas do you have for facilitating these conversations as the coach? What challenges do you anticipate?
- What gaps remain in your understanding of how colleges can work to close equity gaps in the Pathways context?
- What resources or tools do you need to more effectively lead conversations about equity with the institutions with which you'll be working?

Pathways

Follow-up assignment

- Develop your coaching strategy for the UCC case study by completing the questions in your handout.

- Review the handout *Infusing Equity: Common Challenges.*
    - Reflect on the included questions

- Create your own "Equity Mission Statement" for your work as a Pathways coach. Keep in mind:
    - The challenges you've just read on the handout and your own reflections
    - Information from today's session
    - Your reflections in today's session on your biases and potential blinders
- Some guiding questions are provided in your handout packet.

Handout 1: Reflection

Personal: Describe an example where **you helped students** to overcome barriers, challenging life circumstances, or personal issues due to systemic bias. What were the barriers? What strategy did you use to address it? Was the strategy from an equality, diversity, equity or inclusion point of view and why?

Institution: Describe how **an institution you are familiar with defined barriers and determined what success meant for these students**. How was this definition of success similar or different from the rest of the student body? If it was the same, what supports (if any) were provided to level the playing field? And in what ways was it similar to or different from your own personal philosophy? If it was different, what actions did you take to impact the institution?

Handout 2: Dyad Discussion

In pairs, you now have the opportunity to share your reflections and to practice a coaching conversation. One partner will share their scenarios, while the other partner will listen for and identify the strategy that effectively addressed barriers. Then, together, partners will explore suggestions for alternative ways to help the students and/or institution be more successful. Follow the guidance below to manage time to ensure both partners have the opportunity to share:

• 3-4 minutes to share the scenario
• 2 minutes for positive feedback that includes *why* the strategy was effective
• 2 minutes to explore alternative ways to help the institution be more successful

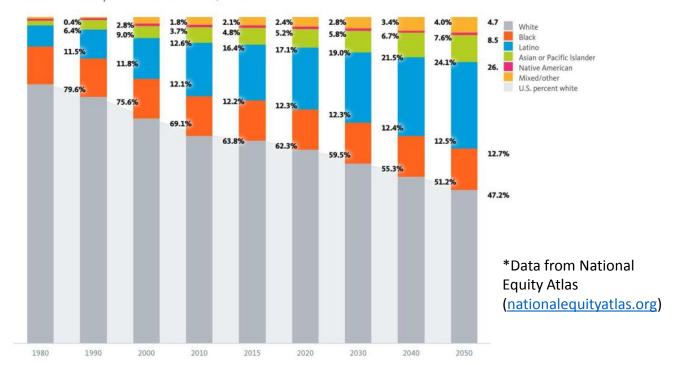Use this space to capture notes, reactions, or questions as you and your partner discuss:

Pathways

The demographics of the U.S. are changing

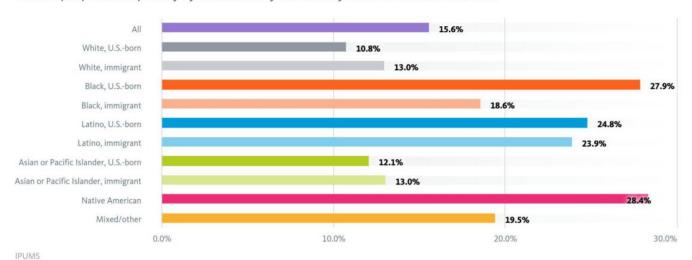Racial/ethnic composition: United States, 1980-2050

Legend:
- White
- Black
- Latino
- Asian or Pacific Islander
- Native American
- Mixed/other
- U.S. percent white

*Data from National Equity Atlas (nationalequityatlas.org)

Black, Latinx, and Native Americans disproportionately live in poverty…

Percent people below poverty by race/ethnicity and nativity: United States, 100%, 2015

Category	Percent
All	15.6%
White, U.S.-born	10.8%
White, immigrant	13.0%
Black, U.S.-born	27.9%
Black, immigrant	18.6%
Latino, U.S.-born	24.8%
Latino, immigrant	23.9%
Asian or Pacific Islander, U.S.-born	12.1%
Asian or Pacific Islander, immigrant	13.0%
Native American	28.4%
Mixed/other	19.5%

IPUMS
PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

*Data from National Equity Atlas (nationalequityatlas.org)

Pathways

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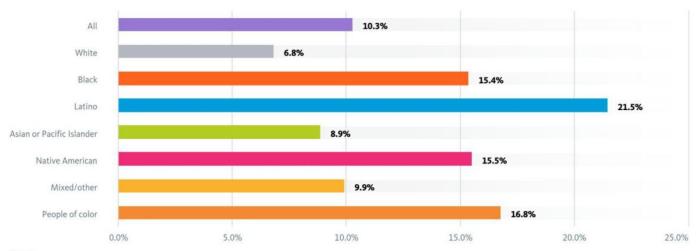## …are disproportionately stranded in low-wage work…

Percent working poor by race/ethnicity: United States, 200%, 2015
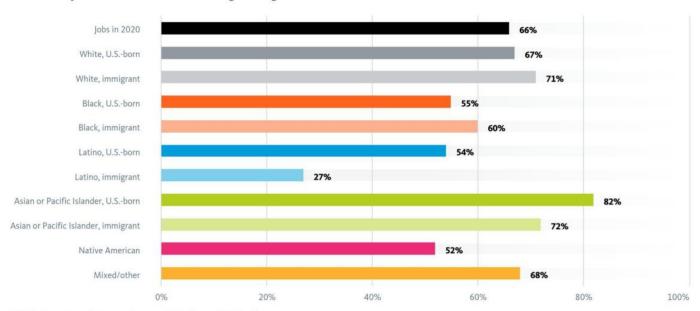

IPUMS
PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

200% of the federal poverty level = approximately $24,000 per year

*Data from National Equity Atlas (nationalequityatlas.org)

…and, have lower educational attainment for 2020 jobs.

Current educational attainment and projected state/national-level job education requirements by race/ethnicity and nativity: United States, Some college or higher, 2015

IPUMS; Georgetown University Center on Education and the Workforce
PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

Data from National Equity Atlas (nationalequityatlas.org) & Georgetown CEW

Education is the key to economic mobility...
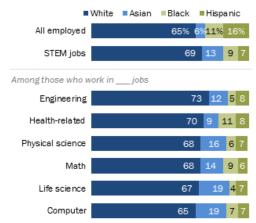
Lifetime earnings

Source: Georgetown CEW: https://cew.georgetown.edu/wp-content/uploads/2014/11/collegepayoff-complete.pdf

...but representation in high-growth, high-wage fields is still unequal.

Blacks and Hispanics underrepresented across most STEM job clusters

% of employed in each occupational group who are ...

■ White ■ Asian ■ Black ■ Hispanic

	White	Asian	Black	Hispanic
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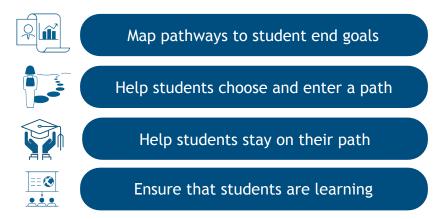Source: Pew Research Center analysis of 2014-2016 American Community Survey (IPUMS).
"Women and Men in STEM Often at Odds Over Workplace Equity"

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Handout 3: Bringing Equity Considerations to the Forefront: Group Activity

Each table will be assigned to one of the 4 Essential Pathways Practices:

Map pathways to student end goals

Help students choose and enter a path

Help students stay on their path

Ensure that students are learning

Imagine you are coaching a college working on this step of implementation. Take 15 minutes to discuss:

You've been provided with a copy of the Scale of Adoption Assessment. Which SOAA equity considerations or questions for your assigned practice do you think would be easiest for most colleges to discuss and answer? Which would be most difficult? Why?

How might your existing biases or blinders come into play in this conversation? What challenges do you anticipate, given your coaching style and any existing biases?

What questions might you ask? How could you resurface students as the level of focus at this step of the implementation process?

Who should be in the room for these conversations?

Pathways

You will have some time to read and begin to discuss the case study with your table group. You will continue to reflect on the case study as part of your take-home assignment.

Upward Mobility, Course Reform and Academic Advising: One College's Experience as Part of a Larger Community Issue.

Urban Community College is situated in a city that routinely makes the "best places to live" list for many things but is near the bottom of the list for "upward job mobility for minorities." The college recognizes its important role as a provider of educational programs that lead to a livable wage and the opportunity to become upwardly mobile. Current enrollment at the college is 63% White, 21% Black/African-American, and 16% Latinx. The college has a wide variety of healthcare and STEM programs that lead to high wage jobs including nursing, physical therapy assistant, medical laboratory technology, respiratory care, phlebotomy, cardiac care, machining, automotive technology, electronics, engineering and architecture with many offering certificate programs. However, less than 2% of students of color declare STEM or Pre-Health majors at the start of their college journey, compared with approximately 4% of white students. This means that less than 20% of students who declare an intent to earn a credential in these high demand/high wage fields are Black/African American or Latinx, in contrast to the 37% of enrollment they comprise.

There are several additional barriers that limit the number of students of color who declare STEM or Pre-Health majors from completing credentials in those programs. One of the most significant barriers is the application process for the selective-admission health care programs because it requires the completion of certain pre-requisite courses. The completion rates for students of color in pre-requisite algebra, chemistry and A&P is 21%, 19% and 25%, respectively, which is 25-30% lower than the completion rates in the same courses for white students. As a result, even though students of color represent about 20% of students who declare Pre-Health as a major, students of color represent only 9% of those admitted to the healthcare programs. Additional barriers further inhibit completion of healthcare credentials; only 5% of all completers are students of color.

There are similar patterns in STEM. The completion rates for students of color in calculus, chemistry and physics are 17%, 19% and 22%, respectively, also about 25-30% lower than the completion rates in the same courses for white students. Lack of success in these important foundational courses leads students to transfer to other majors or leave the college. As a result, while students of color represent almost 20% of students who declare a STEM major, they comprise only 5% of completers.

The college discovered several things when they dug deep into the data to understand the root causes of these inequities:

- Many of the students who did not declare or complete STEM or healthcare programs did not meet with advisors or utilize college support services on a regular basis. Some applied as part-time students and began taking classes without any advice to help them select pathways that matched their goals, interests and strengths with program requirements. Often, these students were not aware of other programs at the college that might be good or better fits.
- Course completion rates were lower for students of color in areas besides math and science.
- Generally, students of color who left the college before earning a credential with the intention to transfer did not succeed at the university at the same rate as other students.

The college wants to take an active role in improving the upward mobility for all students in their community, and are considering the steps they need to take to make this happen. They recognize that they need to reduce the achievement gaps between white students and students of color in key gateway courses, reform the admissions and advising process to support students to make informed career and educational choices, and better prepare transfer students for success at the upper division.

Handout: UCC Case Study (cont.)

Category	All White Students	All African American/Black Students	All Latinx Students	Total
Enrolled in college	7,675	2,558	1,916	12,149
% total enrollment	63%	21%	16%	100%
Declared STEM as percentage of all STEM majors	White students represented 81% of all students who chose STEM	Black students represented 10% of all students who chose STEM	Latinx students represented 9% of all students who chose STEM	100%
Completed STEM as % of all STEM completers	White students represented 95% of all STEM completers	Black students represented 3% of all STEM completers	Latinx students represented 2% of all STEM completers	100%
Declared Pre-Health as a percentage of all Pre-Health majors	White students represented 81% of all students who declared a Pre-Health major	Black students represented 10% of all students who declared	Latinx students represented 9% of all students who declared	100%
Admitted into health care programs	57% of white students in the Pre-Health program were admitted into the selective admit Healthcare programs	35% of Black students were admitted	12% of Latinx students were admitted	
Completed as a percentage of all completers	White students represented 95% of all completers	Black students represented 3% of all completers	Latinx students represented 2% of all completers	100%

- If you were the coach at this college, what else would you want to know before beginning to start a conversation about strategies for the college to pursue?

- What additional data would you suggest the college collect to develop strategies to support struggling students more equitably?

- What questions would you ask to help the college consider new strategies for onboarding and advising students of color?

- What questions would you ask to help the college develop new strategies to support students to make additional progress through the general education and prerequisite core courses in order to gain admission to and/or complete programs that lead to higher wages?

- Who at the college should be involved in designing more effective strategies to remove barriers? In implementation? In ongoing assessment and improvement?

- What professional development would you recommend to support faculty and staff to make progress on these complex issues?

- Where do you anticipate challenges? What biases might you bring to this work, and how can you address them?

Take-Home Assignment: Infusing Equity – Common Challenges

What challenges do colleges commonly face when working to infuse equity?

- College constituents want to avoid discussions of equity, because they raise issues of race and ethnicity, which some may find uncomfortable. People may be unaware of their own personal biases.
- Not everyone at the college understands or prioritizes equity in the same way. Terms like equity, inclusion, equality, and diversity are often conflated. College stakeholders may look at equity only in terms of race.
- Data and measurements are often incomplete, not disaggregated enough and may be misaligned with goals. Completion is the undifferentiated goal—what are student outcomes *after* they leave the college? Which students are getting baccalaureate degrees? High demand/ high wage jobs?
- Equity strategies can be one-dimensional and misaligned with root causes or core challenges.
- Cultural norms of the college often go unaddressed as solutions are developed.
- Equity goals are not built into human capital systems -- are hiring, on-boarding, PD, and incentive structures aligned to increasing outcomes for specific student populations?
- Equity is not listed as an institution-wide priority against which budget requests are measured.
- There may be no leadership around equity or clear equity champions.

Reflect on the following questions:

- Have you seen colleges struggle with the issues listed above? What did that look like?

- Why do you think these challenges arose at the college? What do you think are the root causes of these challenges? What conversations are taking place around the challenges?

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Take-Home Assignment: Creating Your Equity Mission Statement

Create your own "Equity Mission Statement" for your work as a Pathways coach, using the questions below. Keep in mind:
- The challenges you read on the previous handout and your own reflections
- Information from the session *Infusing Equity Across the Pathway*
- Your reflections in the session on your biases and potential blinders

- **In your own words, what is one of the problems you see regarding equitable outcomes for community college students? Consider your own experience, national data, information from the session, etc.**

- **Why are you taking on a coaching role to help fix this problem? What motivates you? What in your past experience makes you passionate about this?**

- **What makes you unique as a coach?**

- **What explicit commitment will you make to infuse equity goals into your work? How will you embed equity into your work as a coach? How will you know if you are meeting your own commitment? What might be the consequences if you don't meet your commitment?**

- **Record your personal "Equity Mission Statement" here:**

What challenges do colleges commonly face when working to infuse equity?

- College constituents want to avoid discussions of equity, because they raise issues of race and ethnicity, which some/many find uncomfortable. People may be unaware of their own personal biases.
- Not everyone at the college understands or prioritizes equity in the same way. Terms like equity, inclusion, equality, and diversity are often conflated. College stakeholders may look at equity only in terms of race.
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Reflect on the following questions:

- Have you seen colleges struggle with the issues listed above before? What did that look like?

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Holistic Student Supports Redesign

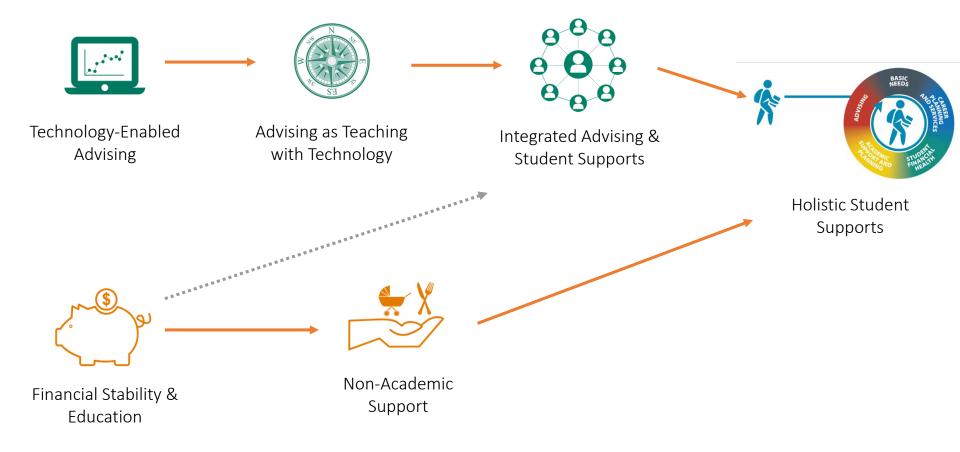# This session incorporates the work of the following organizations:

Made possible by:

The Evolution of Holistic Student Supports

Technology-Enabled Advising

Advising as Teaching with Technology

Integrated Advising & Student Supports

Holistic Student Supports

Financial Stability & Education

Non-Academic Support

The Typical Student Experience

The Challenge

➢ Services and supports are fragmented

➢ Students receive generic support from generalist advisors – or no one

➢ Transactional is more efficient than relational

➢ We tend to take an "inoculation approach" to providing support

➢ Decreasing revenue from enrollments and budget cuts result in overburdened staff and faculty and out-of-date technology

➢ Multiple, disconnected initiatives compete for our time and attention and exhaust key change influencers

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Mechanisms that Support Student Success

1. Creating social relationships

2. Clarifying aspirations and creating commitment

3. Developing college know-how

4. Making college life feasible

Learn more about CCRC's research:
http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf

Holistic Student Supports Experience

Student supports redesign for pathways must produce an experience in which all students....

- Are supported in achieving their personal career and academic goals through intentional and early development of academic, career, *and* financial plans.

- Only have to tell their "story" once and are not running from office to office to get the answers or support they need.

- Are proactively connected with effective supports targeted to their individual needs so they enter the classroom in the best condition to learn.

- Feel confident that faculty, staff, and administrators are invested in *their* success.

Underlying Design Principles = SSIPP

Sustained

Strategic

Integrated

Proactive

Personalized

Learn more about CCRC's research at: http://ccrc.tc.columbia.edu/publications/what-we-know-student-supports.html

What Does SSIPP Look Like in Practice?

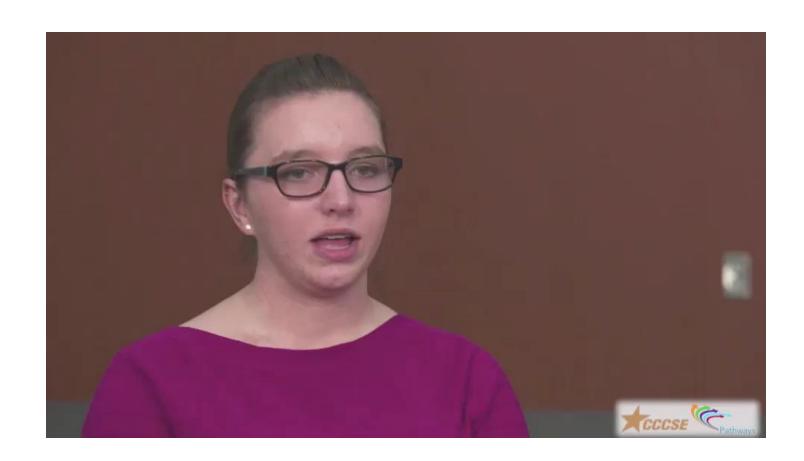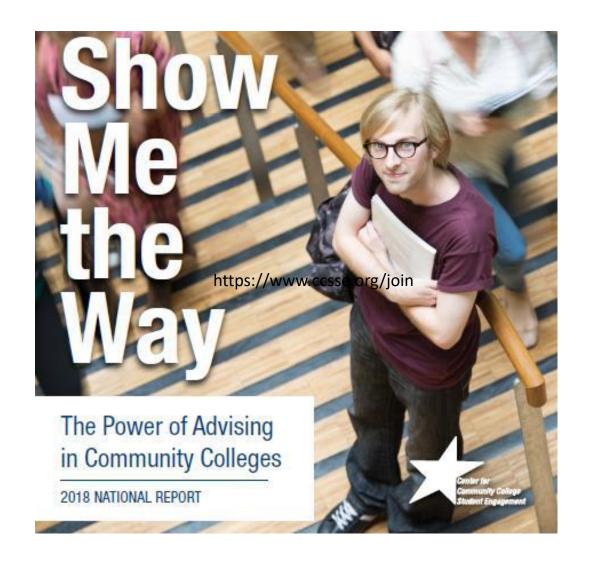|		
Sustained	Students receive support throughout their educational life course	Assigned advisors; long-term coaches; milestones along path
Strategic	Targeted engagement and intervention	Use of analytics to curate outreach; use of group advising and technology for less-nuanced tasks; intake triage
Integrated	Supports feel seamless to students	Shared case notes or student profiles; connections between offices; single sign-on
Proactive	Students are "caught" before they fail	Early alert processes; advisors empowered to reach out to students
Personalized	Students receive the support they need when need it, from an individual who knows them.	Faculty mentors; assigned or embedded advisors; coaches; shared case notes

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A deeper look at the advising component of holistic student supports redesign…

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Show
Me
the
Way

The Power of Advising
in Community Colleges

2018 NATIONAL REPORT

https://www.ccsse.org/join

Center for
Community College
Student Engagement

Good News

73%

of entering students report
being *REQUIRED* to see an advisor

An Advisor

- Helped me set academic goals
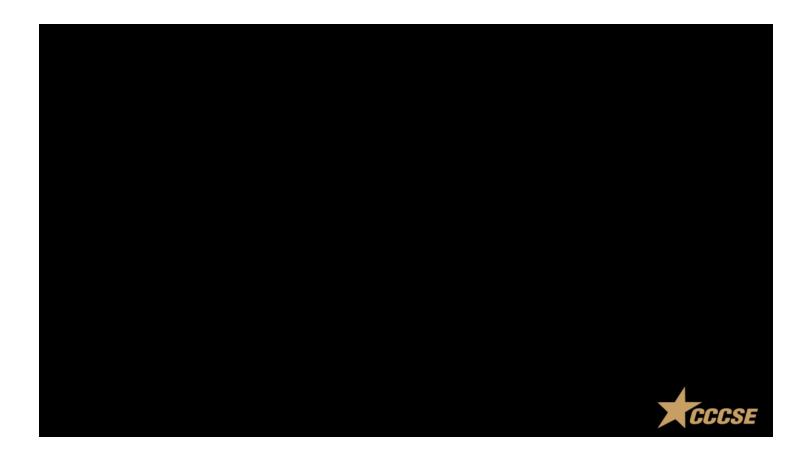
- Create a plan for achieving them

Entering Students

56%

2011

67%

2016

But…

44%

Of returning students are *somewhat* satisfied

What Matters

1. Structure
2. Content
3. Intensity

Where to start?

Special Program

Initiative

Accreditation

Initiative

Grant Program

Special Service

We Should...

Initiative

Grant Program

Special Program

Initiative

Initiative

Special Program

Grant Program

Initiative

Special Program

Special Program

Strategic Plan

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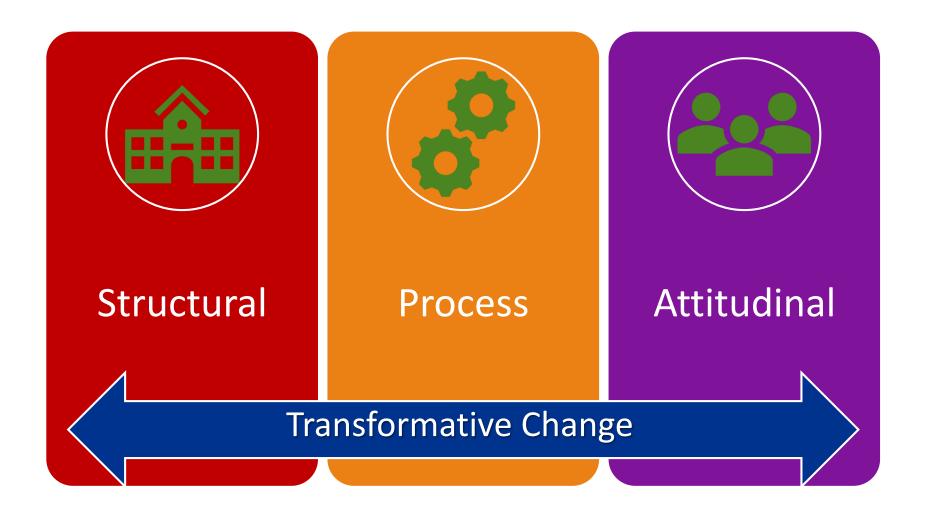
Transforming the College Community

Structural | Process | Attitudinal

Transformative Change
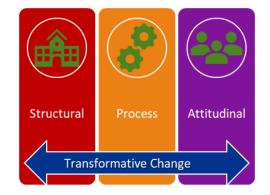
Learn more about how colleges use this approach to transform student support at:
http://ccrc.tc.columbia.edu/publications/how-colleges-use-ipass-transform-student-support.html

Structural Change

Lays the framework for new behaviors, thereby encouraging improved student experiences throughout the institution.
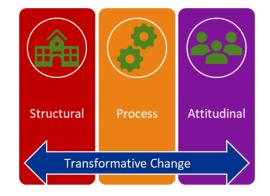
Examples:

➢ *Implementation of new a new student success software*

➢ *Creation of new positions*

➢ *Development of a "one stop" to address student needs*

Process Change

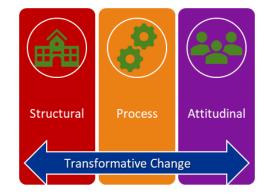Reforms how people do their jobs at an individual level.

Examples:

- ➢ *Assigning all students an advisor upon acceptance*

- ➢ *Making orientation mandatory*

- ➢ *Ensuring all students have an academic, financial and career plan*

Attitudinal Change

Occurs when individuals start to understand their work and view work processes in new ways.

Examples:

- ➢ *Understanding that helping students is everyone's responsibility*

- ➢ *Having an attitude that there is "no wrong door" at your institution*

Reflection Questions

- What challenges or complexities do you think you will encounter in your role working with colleges on holistic student supports redesign?

- Based on what you have heard, what characteristics or approaches would be needed to coach a college?

What Conditions Need To Be In Place For A Successful Redesign?

Institutional Practices

Establishing shared responsibility

Building meaningful relationships

Monitoring student progress and needs

Integration of academic and personal supports

Leveraging targeted data and technology across the institution

Intentional redesign of policies and practices

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A Systems Approach

- Institutions understand their funding model and assessment metrics before they create vision and goals

- Institutions understanding the institutional systems, design and processes before they rush to "fix" student-facing services.

- Institutions understand their unique student population and service areas before they rush to create programs and services to address equity.

- Institutions demonstrate a common understanding of definitions before they attempt to mobilize faculty and staff around structures and processes.

What does holistic student supports redesign look like in practice?

Characteristics of a "Good" Redesign

- Clear vision

- Broad support

- Broad participation in the process

- Clearly defined goals

- Data collection and utilization plan

- Communication plan

- Professional Development and Training Plan

Pre-Mortem Activity

- Using the case study assigned to your table, spend 30 minutes working through the pre-mortem activity.

    - Step One: Brainstorm "causes"

    - Step Two: Identify root causes

    - Step Three: Determine possible coaching activities and implementation strategies

A Note about Coaching Approaches...

Partner Debrief

- Find a partner who studied a different case study than yours. Spend 15 minutes (7 minutes per person) discussing:
  - What were the key underlying causes of failure that you identified?
  - How do you propose addressing these as a coach?
  - What advice would you ask for from your partner?

15-minute Break

Return to your original seats after the break.

Large Group Debrief

What are the challenges and how can we mitigate them as coaches?

Common Challenges

- Communication

- Lack of understanding of "as is" state

- Vision and goal clarity

- Effective use of data including tracking and assessment

- Siloed departments/divisions

- Uncodified policies and procedures

- Strategic implementation

- Professional development and training

Questions to probe as a coach….

- Does the current college organizational structure/org chart support the desired changes?

- What is the college funding model and political climate?

- What level of facilitation skills are needed to help support the college through their desired changes?

- What is college policy vs. procedure?

- Has the college completed a thorough resource (internal and external) and/or community scan? (They may also be able to obtain from local, regional or state entities)

Questions to probe as a coach…

- Is the college intentional in inclusion of Facilities Management, Finance/Business Office, and HR when formulating new strategies?

- Has the college thoroughly evaluated and documented commonalities across campuses or extension centers before designing for exceptions?

- Where does the college need to build capacity to ensure the sustainability of this work?

- Do you have a common understanding of commonly used terms across the institution?

- Does the college have a comprehensive and sustainable training and/or professional development plan to support the desired changes?

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Key Activities for Coaching Advising Redesign

Process Mapping

What Is It?

➢A visual representation how a process works at an institution

➢Process mapping focuses on the flow of and relationship between **work and people** through departmental work areas and the value each successive step in the process adds to the final product or service.

Importance of Process mapping

Why Do It?

➢Process mapping helps institutions understand "**as is**" state for a particular process.

➢Helps to identify and implement solutions to improve the efficiency, effectiveness, or quality of that process and its outputs.

➢Aim is to improve the way that process is experienced.

➢An institution should not change a process until they have a clear view of how it works

It Can Be Messy

Include Many Voices

It Can Be Enlightening

Best Practices

➢ Ideal to do this early in the change process

➢ Map the process as it currently exists

➢ Include key stakeholders in the process

➢ Don't gloss over the bad. This is not a fault-finding exercise

➢ An outside facilitator may keep institutions focused on WHAT the process is as opposed to WHY the process is that way

➢ Identify metrics of importance to enable your mapping to speak effectively with data

➢ Having someone go through the process as if they are a student can also bring new information to light

Types of Process Maps

There are many ways to illustrate a process. Which one you choose will depend on what process you are focusing on and what you are trying to examine and enhance.

➢ **High-Level Map:** Shows how the process works or what communications are sent in just a few high-level steps. The purpose is to provide quick insights into what the process or communication campaign does. This can be useful when communicating to leadership.

➢ **Detailed Map:** Developing a strong detailed map of processes and communications should be the core team's focus for this project. A detailed map will help you explore the actions/interactions behind the major steps which is typically where the areas for improvement can be found.

➢ **Swimlane Map:** Separate the steps into lanes according to who does the activity or sends the communication. This style of process map clearly shows "who does what," when they do it, and an arrow crossing a lane indicates a handoff. The drawback is that they can get complex visually.

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How to Process Map

1. **Identify the process**
   - ➤ What are you mapping?

2. **Determine the boundaries of your process**
   - ➤ What starts and ends the process?

3. **Brainstorm all the activities involved**
   - ➤ What is required of/in this process

4. **Determine the sequence of the activities**
   - ➤ How are the steps currently sequenced?

5. **Draw a basic flowchart with consistent symbols**
   - ➤ Create the visual.

6. **Finalize the process map**
   - ➤ Consult with other stakeholders for agreement.

Important Follow-up Questions

➢ Is this the true experience?

➢ Is this the experience you want for your students?

➢ What activities are missing? Where are there gaps?

➢ What activities are redundant?

Process Mapping Activity

- Quick and easy process map to warm us up.

- Map out the process you would use to make your morning coffee from beginning to end.

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A Little More Detailed

- Your handout packet contains a partially completed process map of the onboarding experience.

- Think of how you would coach a team to complete the process map.
  - Sketch out questions you might ask to help them get the best picture of their "as is" state.
  - Brainstorm as many questions as you can!

Large Group Debrief

Tools and Resources

Resources

ATD

- Holistic Student Supports

- iPASS

- WSSN

CCCSE

CCRC

EDUCAUSE

Holistic Student Supports Toolkit

- Evidence-based, practitioner-tested tools, tips, and guides to help an institution from discovery and planning through evaluation and refinement

- Not intended to be a DIY guide

- Emphasizes setting a vision, student-centered design

- Electronic toolkit and downloadable templates available at: www.achievingthedream.org/hss

How you could use the toolkit:

- Reference material for your coaching site visits

- Share with colleges to expand their understanding of HSS

- Pull out appendices as examples

- Utilize standalone templates (e.g., training plan

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