



# Welcome to Texas Pathways Institute #2

**Mapping Across  
the Institution**

Sunday March 5, 2017



# Digital Notebook

We are going paperless!

See the agenda, room assignments, and  
lots of resources at:

**Texas Success Center  
Resources**

<http://www.tacc.org/pages/texas-success-center/resources>



# Welcome to Texas Pathways Institute #2

**Joe May**

Chancellor, Dallas County Community  
College District

**Jacob Fraire**

President and CEO, Texas Association  
of Community Colleges

# TEXAS SUCCESS CENTER

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HOUSTON ENDOWMENT

A PHILANTHROPY ENDOWED BY JESSE H. AND MARY GIBBS JONES

THE KRESGE FOUNDATION



GREATER TEXAS FOUNDATION



The Meadows  
Foundation

*Serving the People of Texas*



Achieving the Dream™

Community Colleges Count



# TEXAS SUCCESS

*We've Learned a Lot Together*



Achieving the Dream™

Community Colleges Count

- Leadership Matters
- Data-informed decision-making is essential to change
- Even the most successful pilots will not lead to substantial improvements in outcomes at scale



# TEXAS SUCCESS

*We've Learned a Lot Together*

## 7 habits of Effective Boards

1. Approve a strategic plan with student success and equity at the core
2. Expect to receive a limited set (3-5) of clear priorities to improve student success
3. Support a culture of inquiry and evidence
4. Monitor key performance indicators
5. Create the culture within which the CEO can engage in needed courageous conversations
6. Approve policies and allocate resources to support student success
7. Expect a relentless focus on the student success agenda

**BOARD OF TRUSTEES INSTITUTE**

TEXAS  SUCCESS  
CENTER



**STUDENT SUCCESS INITIATIVES**  
THE UNIVERSITY OF TEXAS AT AUSTIN

# TEXAS SUCCESS

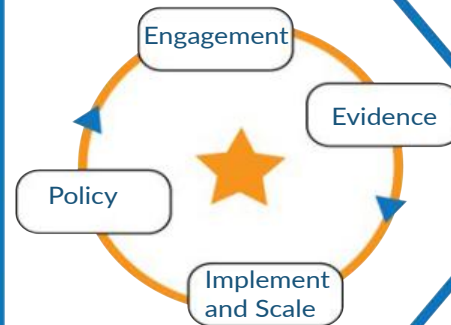
*We've Learned a Lot Together*



**DEVELOPMENTAL  
EDUCATION  
INITIATIVE**

Accelerating Achievement

Texas  
State  
Policy  
Strategy



Closing  
Achievement  
Gaps

# TEXAS SUCCESS

*We've Learned a Lot Together*



- Complex systems change can be managed, even in smaller resource-challenged colleges, with focused leadership and intentional strategies
- With well orchestrated external support, colleges' long-standing sticky data-capacity challenges can get un-stuck
- Consistent broad engagement in the use of longitudinal cohort data about students' experiences can create urgency



# TEXAS SUCCESS

*We've Learned a Lot Together*

More FEMALE MALE WHITE BLACK AND HISPANIC students *made good grades in college*

More FEMALE MALE WHITE BLACK AND HISPANIC students *went to college*

More FEMALE MALE WHITE BLACK AND HISPANIC underprepared students *completed college ENGLISH*

More FEMALE MALE WHITE AND HISPANIC underprepared students *completed college MATH*



# TEXAS SUCCESS

*We've Learned a Lot Together*

Dana Center  
**Mathematics**  
PATHWAYS

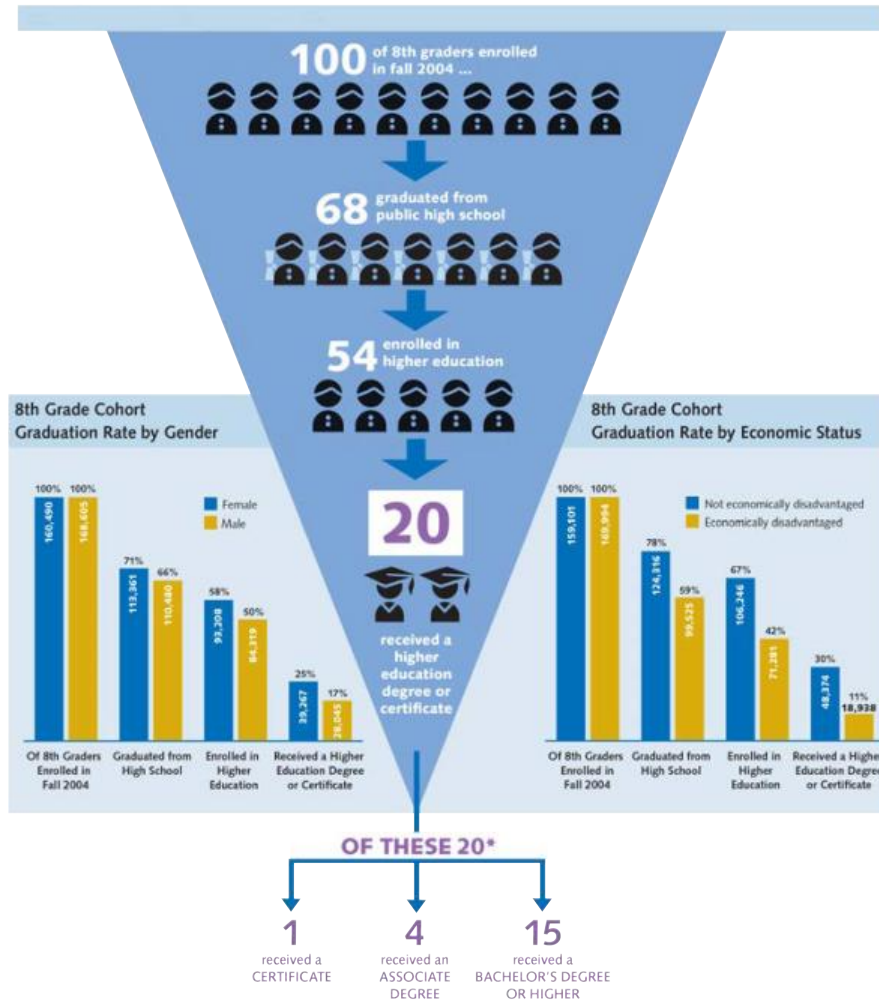
## DCMP Principles:

1. All students, regardless of college readiness, enter directly into mathematics pathways aligned to their program of study
2. Students complete their first college-level mathematics requirements in their first year of college

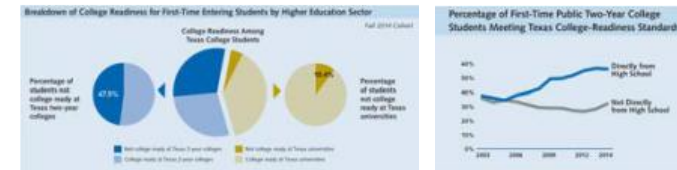
Pass Rate for traditional DE Mathematics: 24%

Pass Rate for Accelerated Pathways DE Mathematics: 64%

# OVERALL 8TH GRADE COHORT GRADUATION RATE



## CONNECT

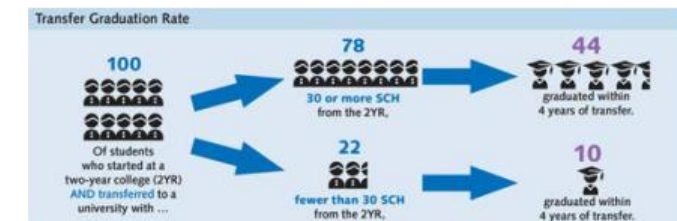


## ENTER

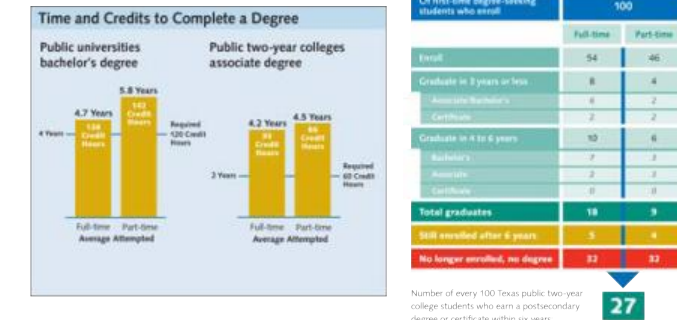
**Developmental Education Pipeline at Public Two-Year Colleges** Fall 2011 Cohort Cohort total: 125,097

Of students below state standard* ...	100	...
... in reading	72	...
... in writing	68	...
... in math	79	...
Enrolled in developmental education	72	68
Achieved college readiness	50	43
Successfully completed first college-level course	37	31

## PROGRESS

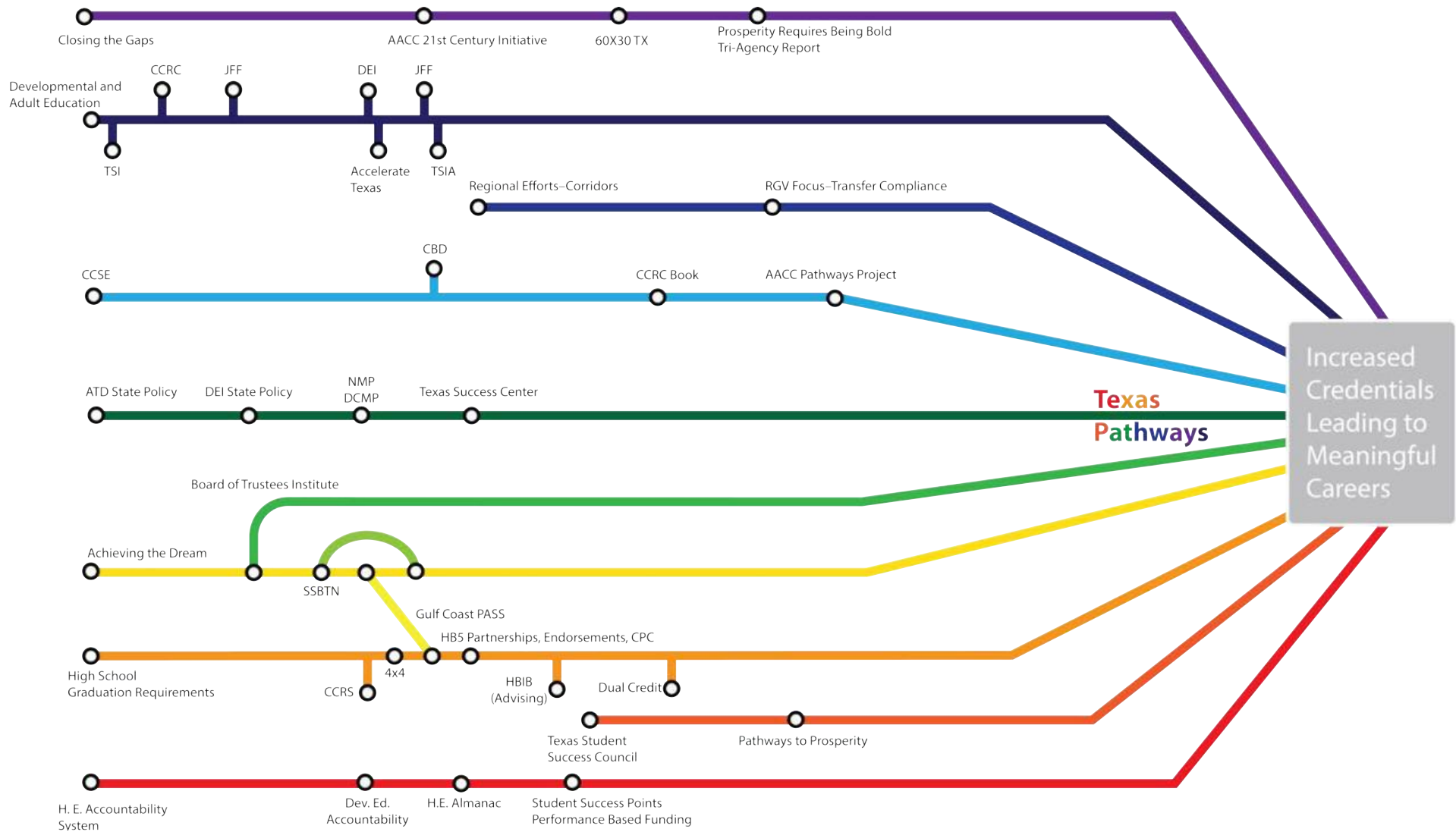


## SUCCEED



Number of every 100 Texas public two-year college students who earn a postsecondary degree or certificate within six years.

**27**





College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.

-Adapted from Redesigning America's Community Colleges (2015)

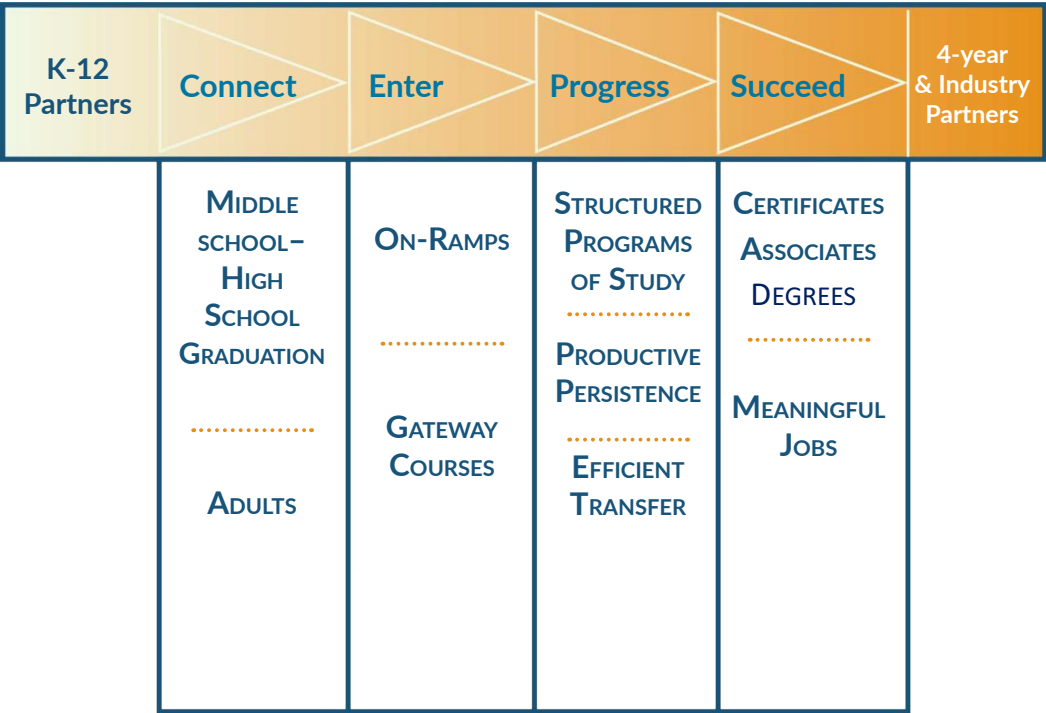
Cafeteria Model (Status Quo)	Guided Pathways Model
Paths to student end goals are unclear	Programs are fully mapped and aligned to further education (transfer) and career advancement
Lack of curricular coherence may cause students to miss needed skills	Student learning outcomes are specified across programs
Course schedules are unpredictable and often accommodate college needs, not student needs	Predictable schedules are based on analysis of courses students need to progress on their plan
Curriculum in high schools and Adult Education is not aligned to college requirements	High school and Adult Education curriculum is designed to prepare students to enter programs in particular fields

***E***very college is perfectly designed to produce precisely the results it is currently getting.

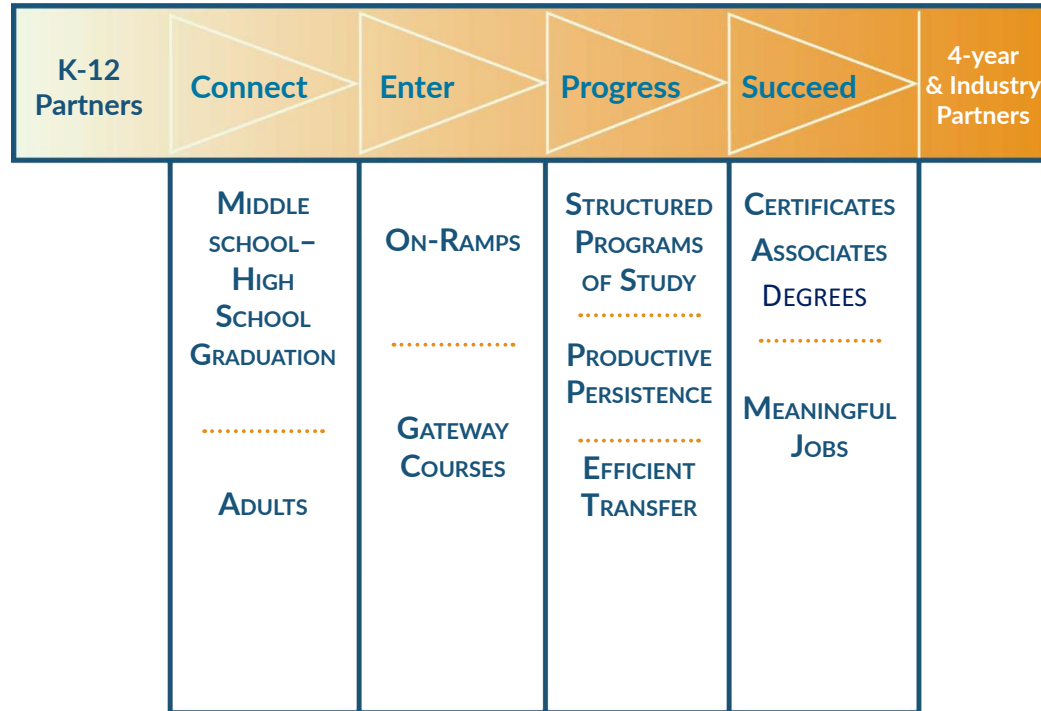
*—Kay McClenney*



# Texas Pathways Model



# Texas Pathways Model



## Essential Practices

1. Clarify paths to student end goal
2. Help students choose and enter pathway
3. Help students stay on path
4. Ensure that students are learning

Redesigning  
Students'  
Educational  
Experience  
Across the  
Educational  
System

**T**his is not another new initiative, but a new way of thinking about who we are becoming—changed institutions that are systematically better at serving students.

—JOSH WYNER

# Texas Pathways

## WEST

Amarillo  
El Paso  
Midland

## NORTH

Dallas  
Grayson

## EAST

Paris

## CENTRAL

Austin  
McLennan  
Temple

## SOUTH

Alamo  
South Texas  
Southwest Texas

## SOUTH EAST

Brazosport  
Houston  
Lone Star  
San Jacinto

# 38

## TEXAS COMMUNITY COLLEGES ARE ALREADY COMMITTED

### WEST

Amarillo  
El Paso  
Howard  
Midland  
Odessa  
South Plains

### CENTRAL

Austin  
Blinn  
Central Texas  
Hill  
McLennan  
Temple

### NORTH

Collin  
Dallas  
Grayson  
North Central  
Ranger

### SOUTH

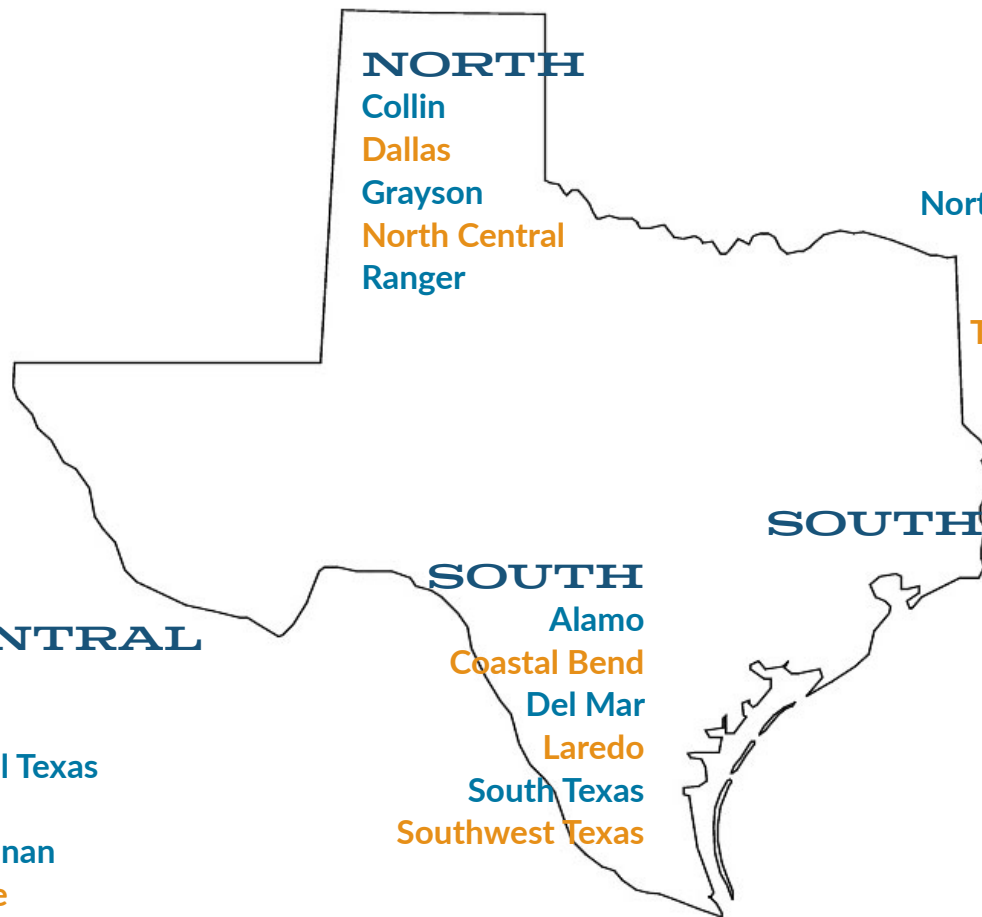
Alamo  
Coastal Bend  
Del Mar  
Laredo  
South Texas  
Southwest Texas

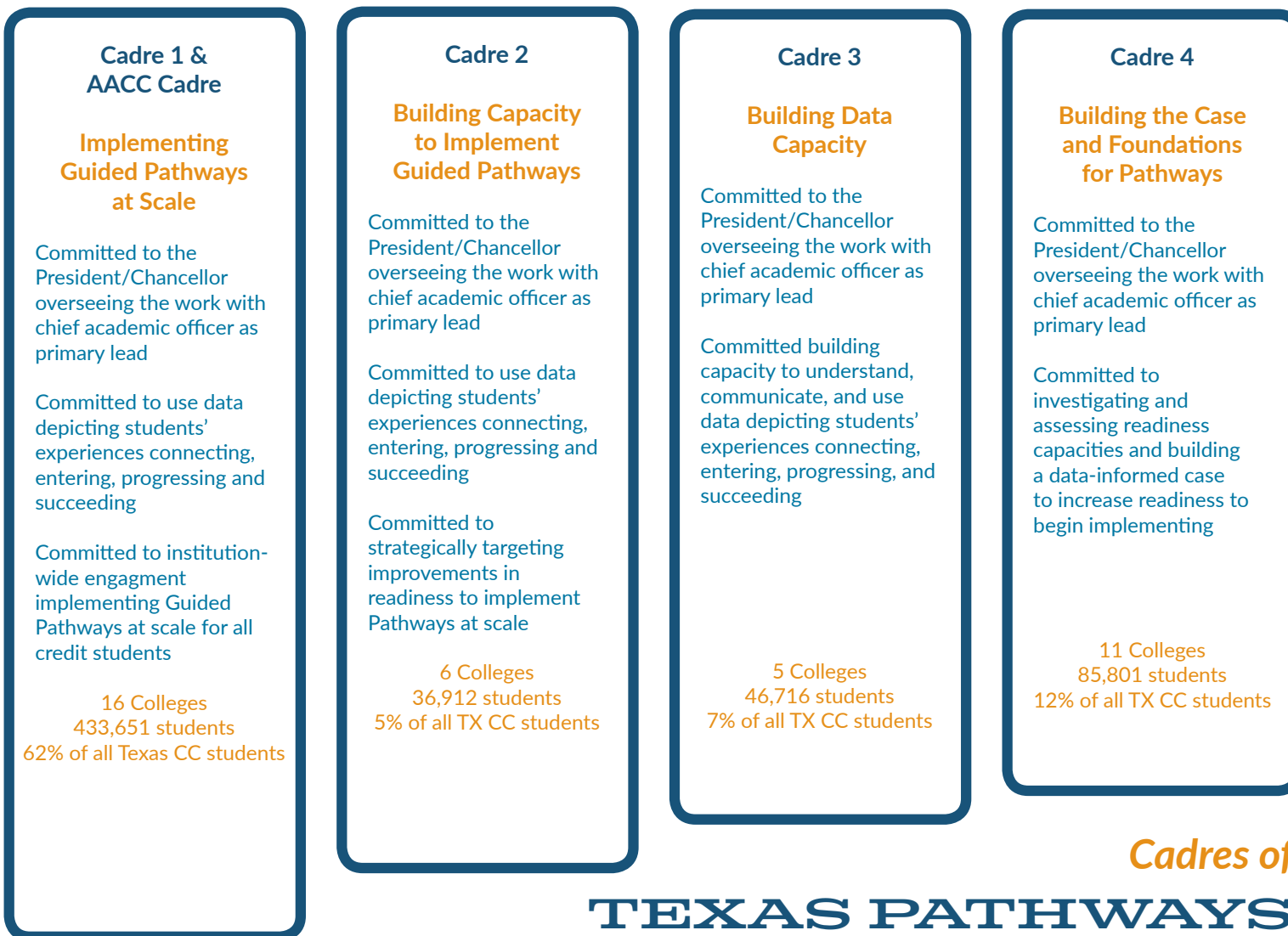
### EAST

Angelina  
Kilgore  
Northeast Texas  
Paris  
Texarkana  
Trinity Valley  
Tyler

### SOUTHEAST

Alvin  
Brazosport  
Galveston  
Houston  
Lee  
Lone Star  
San Jacinto  
Wharton





**Cadres of**

# TEXAS PATHWAYS

12 Colleges yet to commit to a Cadre = 97,812, or 14%, of all Community College Students



# Institute Objectives

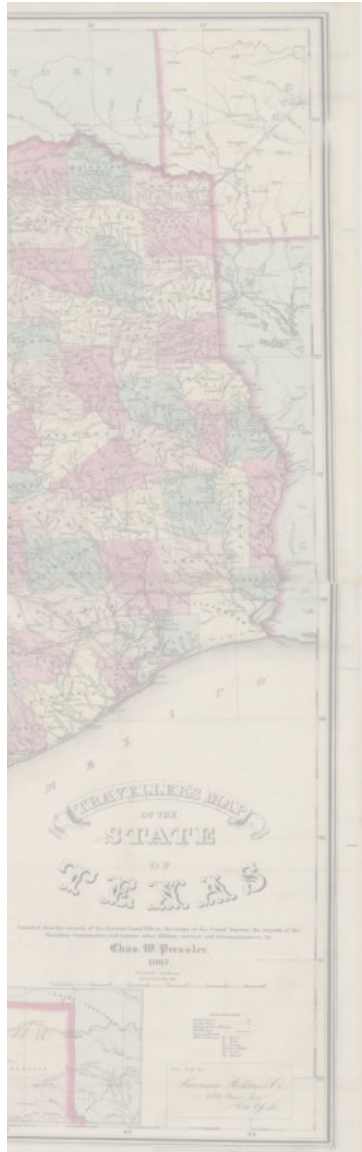
- Review models and processes for organizing programs into meta-majors/communities of interest
- Use student success data, including enrollment and graduation data, in pathways planning
- Develop a program map for at least one program
- Build processes and timelines for mapping pathways from high school to transfer and/or careers with labor market value
- Produce draft action plans for taking pathways reforms to scale
- Engage the learning network of Texas Pathways Colleges



# Lessons and Outcomes from Pathways Implementation

**Kay McClenney**

Senior Advisor to the President,  
American Association of Community  
Colleges





What are We Learning?

LESSONS FROM EARLY WORK



# Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

## PLANNING

### ESSENTIAL CONDITIONS

Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's pathways effort:

- Strong leadership throughout the institution
- Faculty, staff, and student engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels)

### PLANNING/PREPARATION

Understand where you are and prepare for change by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

### SUSTAINABILITY

Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

### EARLY OUTCOMES

Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Persistence from term 1 to term 2
  - Rates of college-level course completion in students' first academic year

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

## EVALUATION

## IMPLEMENTATION

### CLARIFY THE PATHS

Map all programs and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

### HELP STUDENTS GET ON A PATH

Require these supports to make sure students get the best start:

- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/college exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

### HELP STUDENTS STAY ON THEIR PATH

Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

### ENSURE STUDENTS ARE LEARNING

Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes

The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.

**Lessons from Year 1**



**Pathways**



# **AACCC Pathways Colleges – Pathways Implementation Progress**

- Leadership throughout the organization necessary
- All 30 colleges on path to all programs mapped for incoming students in Fall 2018
- Universal use of “meta-majors” (4 to 11)
- Many have organized all completion-related initiatives under pathways umbrella - ecosystem
- Some restructuring general education at same time
- Some working on contextualized developmental education reform
- 1/3 moving to new advising structure this Fall





## **AACC Pathways Colleges – Challenges**

- On-going communication and engagement (internally & externally)
- Need for common terminology & common definitions
- Aligning pathways with multiple transfer destinations



## **AACCC Pathways Colleges – Challenges**

- Major changes in student-facing information/  
reorganized websites
- Operational details of default scheduling
- Strategies for adjunct faculty engagement
- Technology & system integration



**FINDING:** While all of the colleges are working from the same general model, and in some cases are taking similar approaches to aspects of the work, no two colleges are doing this in the same way .

**QUESTION:** What can you briefly describe as a novel or particularly useful way your college has approached pathways work?



**FINDING:** Resistance to change often is a result of assumption that people understand WHY the change is needed, and WHY it's the "right" change.

**QUESTION:** What have you learned about what works (or doesn't) in making the case for guided pathways at your college?



**FINDING:** Much of the transformational change involved in pathways reform is about breaking down siloes (e.g., instruction/student services; developmental/college-level; etc.)

**QUESTION:** How is your college promoting a habit of collaboration across [well-named] divisions?



**FINDING:** *Data matter*, in making the case, in creating a sense of urgency, in monitoring effects of pathways reforms.

**QUESTION:** What one data point has proved most powerful in prompting change at your institution?





**FINDING:** Ongoing, systematic, and authentic engagement of faculty and other campus groups is essential to success.

**QUESTION:** What engagement strategy has worked particularly well at your college?



**FINDING:** A huge challenge, in Texas and beyond, is aligning pathways with multiple transfer destinations

**QUESTION:** What is your one big wish about a way this process could be made easier?



**FINDING:** Developing strategies for adjunct faculty engagement is a challenge for many Pathways colleges.

**QUESTION:** What strategies for adjunct faculty engagement have you found most effective?



# **PLANNING A PROGRAM MAPPING STRATEGY**



# What does mapping work look like at the institution?

- Starting with the end in mind
- Integrated teams – faculty and advisors
- Distributed leadership
- Clear expectations and timelines
- Connected to meta-majors
- Time and space for the process
- Refinement and improvement



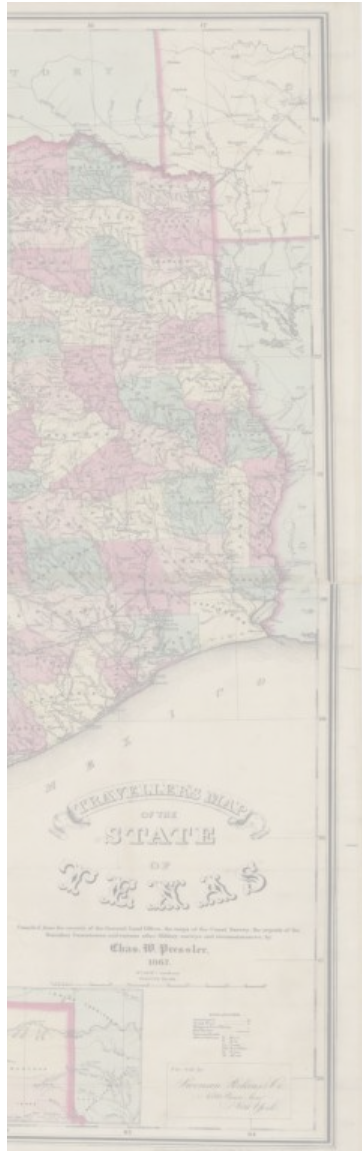
## **AACC Pathways Colleges – Innovative Approaches**

- Transfer speed dating (Jackson)
- Learning teams to peer institutions (Front Range)
- Year-long schedule (Cuyahoga)
- Color-coded program structures (Broward & Monroe)
- Redesigned FYE courses focused on getting students on a pathway (San Jac, Alamo, IRSC, CCP, Jackson, Lansing)
- Pathways extended to high schools (IRSC, Columbus State, Pierce)
- Embedding pathways implementation into college's strategic plan with clear, measurable goals (Front Range)

# Lessons and Outcomes from Pathways Implementation

## Indian River

<https://www.irsc.edu/programs/pathways/programpathways.aspx?id=4294977138>





# How Texas Colleges Are Implementing Pathways

**Shirley Reed**

President, South Texas College

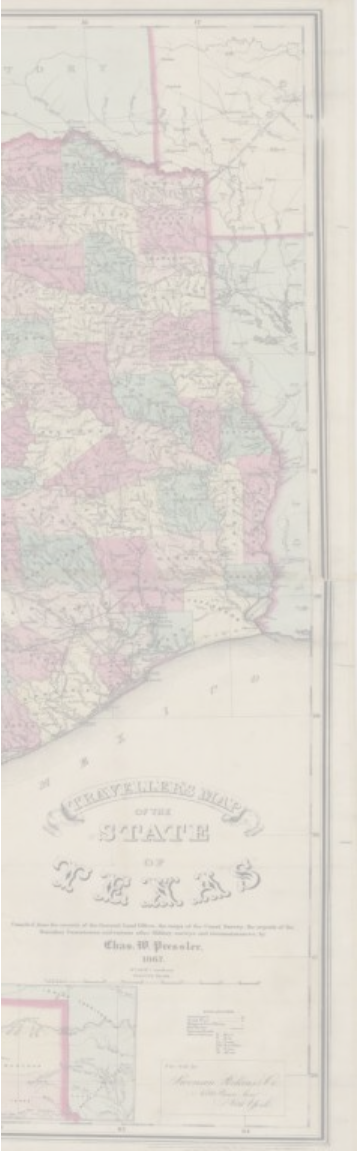
**Richard Rhodes**

President, Austin Community College

**Greg Williams**

President, Odessa College





# Tonight

4:00-5:30 Team Strategy Time #1  
Foundations for Pathways

5:30-7:00 Reception

7:00 Dinner on Your Own

# Tomorrow

7:30-9:00 Breakfast

9:00 Opening Plenary

A historical map of Texas, likely from the late 19th century, showing county boundaries and names. The map is color-coded with various shades of pink, green, and yellow. The title "TRAVELLERS MAP OF THE STATE OF TEXAS" is prominently displayed in the upper right. Below the title, it says "Compiled from the records of the General Land Office, the maps of the Coast Survey, the reports of the Boundary Commission and various other Military surveys and communications, by Chas. W. Presler, 1867." The map includes a scale bar and a small inset map of the "SOUTHERN PART" of Texas. The text "Welcome to Texas Pathways Institute #2" is overlaid on the right side of the map.

# Welcome to Texas Pathways Institute #2

**Mapping Across  
the Institution**

Monday March 6, 2017



# Digital Notebook

Internet Login: Texas17

**Texas Success Center  
Resources**

<http://www.tacc.org/pages/texas-success-center/resources>



# Restructuring the Institution around meta-majors & communities of interest

**Jo-Carol Fabianke**

VC-AS, Alamo Colleges

**Tonjua Williams**

VPA&SA , St. Petersburg College

**Lynda Villanueva**

VPA&SA, Brazosport College



1 Tarpon Springs Campus  
600 Klosterman Rd.  
Tarpon Springs, FL 34683

2 Clearwater Campus  
2465 Drew St.  
Clearwater, FL 33765

3 Veterinary Technology Center  
12376 Ulmerton Rd.  
Largo, FL 33774

4 EpiCenter  
13805 58th St. N  
Clearwater, FL 33760

5 Seminole Campus  
9200 113th St. N  
Seminole, FL 33772

6 Health Education Center  
7200 66th St. N  
Pinellas Park, FL 33781

7 St. Petersburg/Gibbs Campus  
6605 Fifth Ave. N  
St. Petersburg, FL 33710

8 SPC Downtown  
244 Second Ave. N  
St. Petersburg, FL 33701

9 SPC Midtown  
Douglas L. Jamerson, Jr. Midtown Center  
1300 22nd St. S.  
St. Petersburg, FL 33710

10 Cecil B. Keene, Sr. Student Achievement Center  
1048 22nd St. S  
St. Petersburg, FL 33712

11 Allstate Center  
3200 34th St. S  
St. Petersburg, FL 33711

**SPC St. Petersburg College**  
727-341-4772 | [www.spcollege.edu](http://www.spcollege.edu)

This material was funded in whole by the \$1.9 Million Carl D. Perkins Career & Technical Education federally funded grant.

## CAMPUS LOCATIONS

- 4 EpiCenter  
13805 58th St. N  
Clearwater, FL 33760
- 5 Seminole Campus  
9200 113th St. N  
Seminole, FL 33772
- 6 Health Education Center  
7200 66th St. N  
Pinellas Park, FL 33781
- 7 St. Petersburg/Gibbs Campus  
6605 Fifth Ave. N  
St. Petersburg, FL 33710
- 8 SPC Downtown  
244 Second Ave. N  
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## CAREER + ACADEMIC COMMUNITIES

at St. Petersburg College

## CAREER + ACADEMIC COMMUNITIES

at St. Petersburg College

- SOCIAL / BEHAVIORAL SCIENCES AND HUMAN SERVICES
- TECHNOLOGY
- ARTS, HUMANITIES, AND DESIGN
- BUSINESS
- COMMUNICATIONS
- ENGINEERING, MANUFACTURING, AND BUILDING ARTS
- HEALTH SCIENCES AND VETERINARY TECHNOLOGY
- PUBLIC SAFETY, POLICY, AND LEGAL STUDIES
- EDUCATION
- SCIENCE AND MATHEMATICS

**SPC St. Petersburg College**

# CAREER + ACADEMIC COMMUNITIES

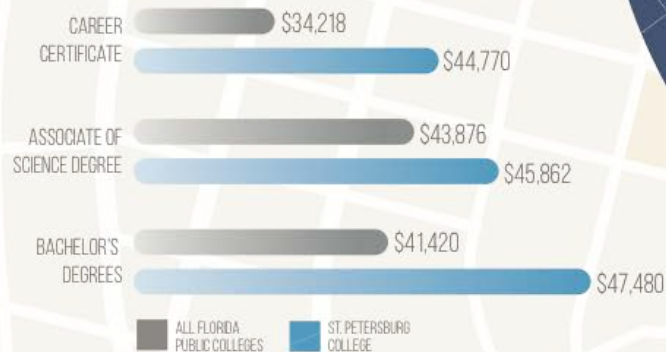
at St. Petersburg College

**Start your journey today!** Choose from one of the ten career and academic communities to see what opportunities await after you graduate. Take the first step now by going to [spcollege.edu](http://spcollege.edu)

## CHART YOUR PATH BUILD YOUR FUTURE

### MEDIAN FIRST-YEAR EARNINGS

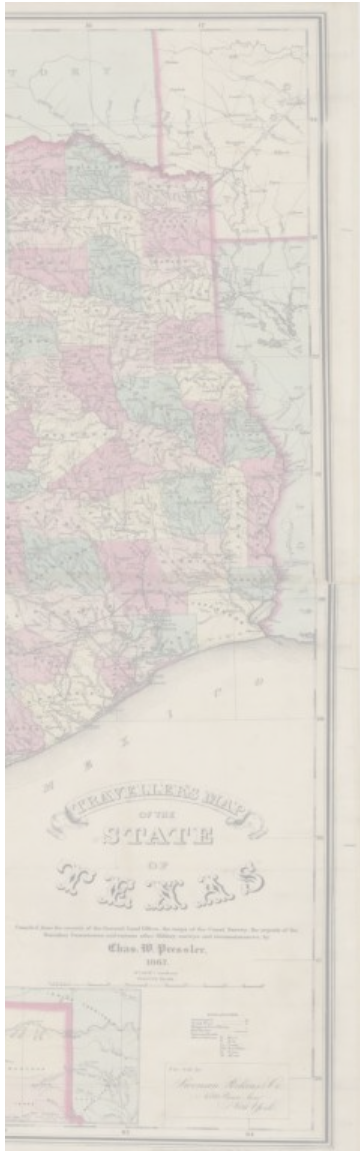
(AFTER GRADUATION)



Source: Labor Market Experiences After Postsecondary Education from CollegeMeasures.org



**SPC** St. Petersburg College



# Next

**10:15-12:00 Team Strategy Time #2**

We have our maps, Now what?

**12:00 Lunch**

Role Alike

**1:00 Concurrent 1**

**2:30 Concurrent 2**

**3:45 Team Strategy Time #3**

**5:00 Dinner on your own**



A historical map of Texas, likely from the late 19th century, showing county boundaries and names. The map is color-coded with various shades of pink, green, and yellow. The text "Welcome to Texas Pathways Institute #2" is overlaid on the right side of the map in a dark blue, serif font.

# Welcome to Texas Pathways Institute #2

**Mapping Across  
the Institution**

Tuesday March 7, 2017



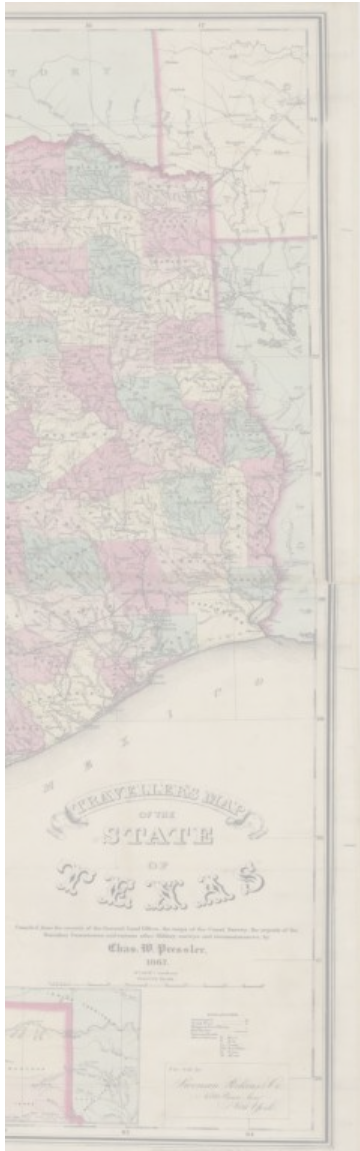
# Today

## 10:30 Team Strategy Time #4

Complete Short-Term Action Plan  
Complete Commitment to Next Steps  
Cross College Sharing

Evaluations

## 12:00 Adjourn



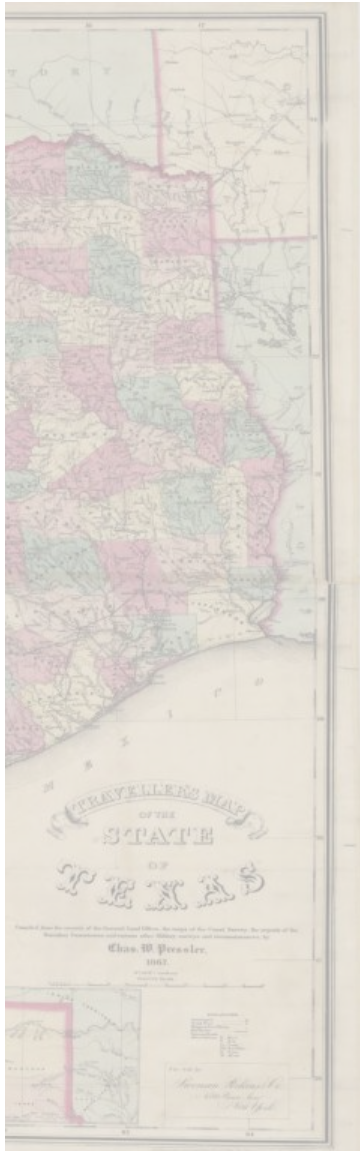
# Important dates

**April 21** Post-Institute #2 Work due

**June 30** Institute #3 Advance Work out to  
Cadre leads

**October 16** Institute #3 Advance Work due

**Week of November 6** Institute #3 in San  
Antonio





# Institute Observations

## Evidence of Our Collective Evolution

We are moving from:

Isolated Initiatives to Systems Solutions

Competitive Struggle to Collaborative Dance

Data Capacity to Weight of Understanding  
Students Experiences

**Message:**

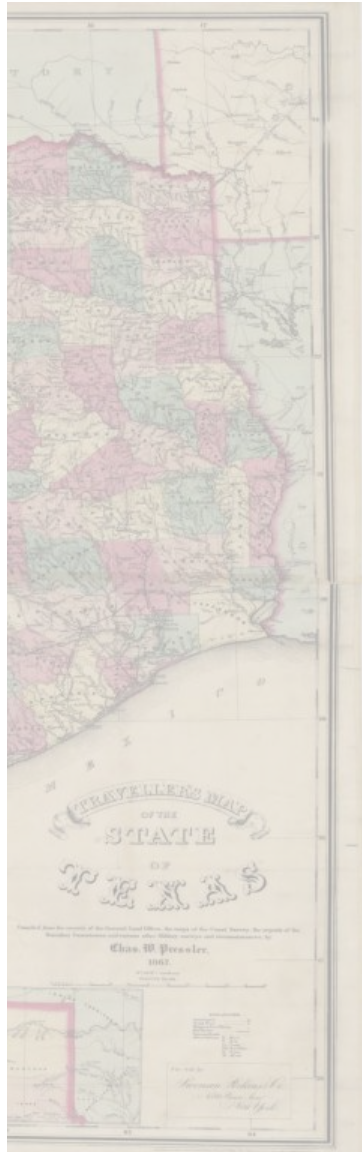
**Hope** & **Urgency**

# Community Colleges Must Lead

**Dr. Wynn Rosser**

President and CEO

TLL Temple Foundation



# What about the other **four**?

## *[Why] Community Colleges Must Lead*

Texas Pathways Institute #2  
March 5, 2017

“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”



What about the other four?





**President Truman,**  
in releasing a report of the President's  
Commission on Higher Education,

1947



“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

What about the other four?



# TEXAS IS BIG.

1 in 14 (1.5 million) (First Time in College Students)

1 in 10 (5.3 million) (K-12 Students)

894,086 (Rural K-12 Students)

80 percent (State's Population Concentrates in Five Large Regions)

70 Percent (Students Primarily Stay Local for Higher Education)

What about the other four?



## TEXAS 8TH GRADERS WHO EARNED A CERTIFICATE, ASSOCIATES, OR BACCALAUREATE



**1 in 5**

Overall



**1 in 10**

Low-income,  
African American  
Or Hispanic



**1 in 14**

Latino & African  
American Males

**But, what about the other four?**

What about the other four?

## OUR FASTEST GROWING AND MAJORITY K-12 POPULATIONS ARE LEAST LIKELY TO COMPLETE POSTSECONDARY

More than **60% of Texas  
K-12 students** live in poverty.

Hispanic students are **52.2%  
of Texas K-12 enrollment.**



Texas graduated its last Anglo majority high school class  
in 2014. **There will never be another.**

What about the other four?

## TEXAS 8TH GRADERS WHO EARNED A CERTIFICATE, ASSOCIATES, OR BACCALAUREATE

### Statewide:

- 2004 Cohort of 324,316 8<sup>th</sup> Graders
- 65,920 Certificates, Associates, or Baccalaureates (20.3%)
- 49,247 Baccalaureates (15.2%)
- 12,138 Associates (3.7%)

4,535 Certificates (1.4%, statewide, but about the same for every region and the 25 most populous counties)

258,396 do not show up in postsecondary outcomes.

**[Why] Community Colleges Must Lead!**

What about the other four?

# #2

nationally in high school graduation.

---

## BELOW AVERAGE

nationally in direct enrollment in higher education.

---

## #33 & 43

respectively in university and community college graduation rates (nationally).

---

## RANKED LAST

nationally for having the least educated adult population (HS grad or higher).

What about the other four?

“34%

of Texans 25-34 have an  
associate's degree or higher.”

---

**IN A BYGONE ERA, THAT WAS GOOD ENOUGH.  
BUT, WE'RE NO LONGER IN A BYGONE ERA.**

---

“59%

of all new jobs in Texas will require postsecondary  
training or education by 2020.”

<http://www.theccb.state.tx.us/reports/PDF/6619.PDF?CFID=29356005&CFTOKEN=64217389>

What about the other four?

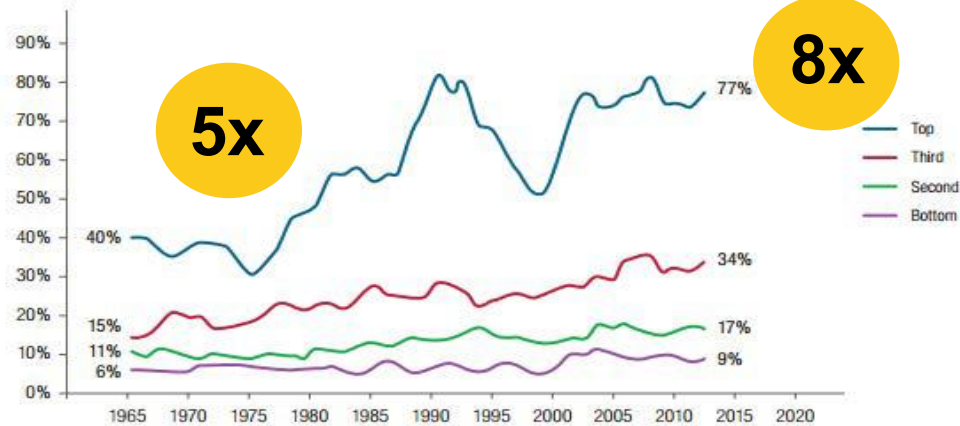


Click here for for Brookings video: [https://youtu.be/t2XFh\\_tD2RA](https://youtu.be/t2XFh_tD2RA)

What about the other four?

## INCOME TRUMPS PREPARATION

**Equity Indicator 5a: Bachelor's degree attainment by age 24 for dependent family members by family income quartile: 1970-2013**



### How Are We Doing? High Inequality and Widening Gap

In 2013 those from high-income families were 8 times more likely to obtain a bachelors' degree by age 24 than those from low-income families. In 1970 individuals from high-income families were 5 times more likely to obtain a bachelor's degree than those from low-income families.

**Source:** U.S. Census Bureau, Current Population Survey, October Education Supplement. Data from 1970 to 1986 consider unmarried 18 to 24 year olds and data from 1987 to 2013 are based on dependent 18 to 24 year olds. We used data in Table 14 in Census Bureau P20 report on School Enrollment. After 2006, the Census Bureau no longer published Table 14. We received unpublished data. Mortenson, Thomas, 2014, "Unequal Family Income and Unequal Higher Education Opportunity, 1970 to 2013", Postsecondary Educational Opportunity, no. 267, Pell Institute for the Study of Opportunity in Higher Education, Washington DC, September. <http://www.postsecondary.org/>

What about the other four?

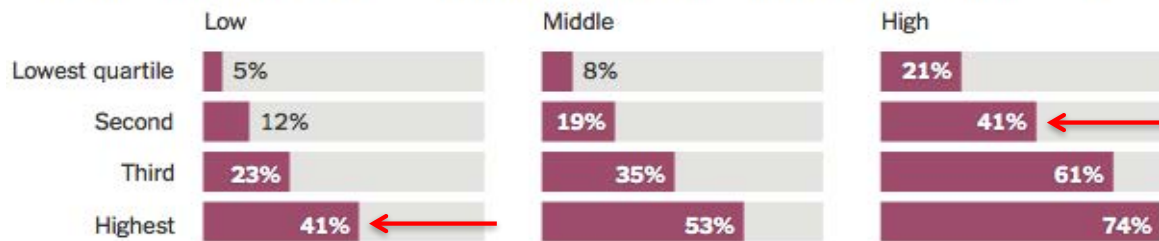
# INCOME TRUMPS PREPARATION

For the poor, the graduation gap is even wider than the enrollment gap

## The Advantage of Wealth in College

A low-income college student with top math scores has the same chance of graduating with a bachelor's degree (41 percent) as a rich student with mediocre scores.

**B.A. completion rate in three socio-economic groups, ranked in four groups of math test scores.**



Source: Department of Education: Education Longitudinal Study

**Here's another startling comparison:** A poor teenager with a top scores and a rich teenager with mediocre scores are equally likely to graduate with a bachelor's degree. In both groups, 41 percent receive a degree by their late 20s.

And even among the affluent students with the lowest scores, 21 percent managed to receive a bachelor's degree, compared with just 5 percent of the poorest students. Put bluntly, class trumps ability when it comes to college graduation

<http://www.nytimes.com/2015/06/02/upshot/for-the-poor-the-graduation-gap-is-even-wider-than-the-enrollment-gap.html?rref=upshot&abt=0002&abg=1&r=1>

What about the other four?



## WHERE I BEGAN....

“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, **then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.**”



**President Truman,**  
in releasing a report of the President's  
Commission on Higher Education,

**1947**



What about the other four?

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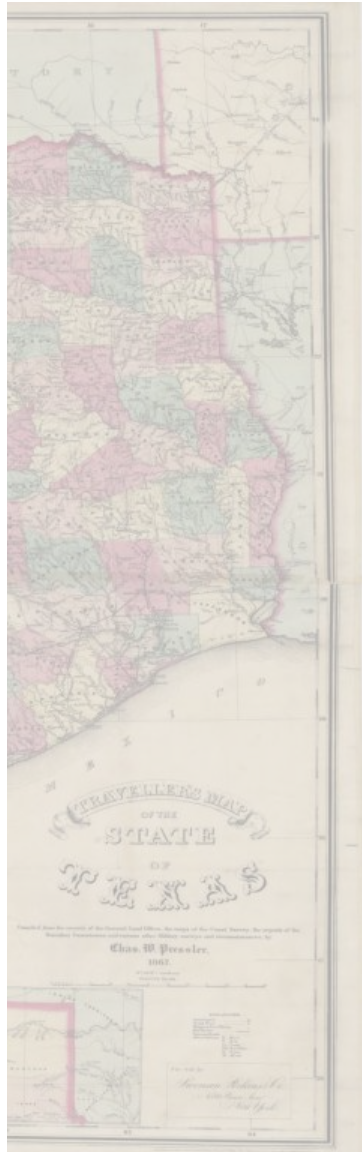
@tltf\_wynn

What about the other four?

# Leadership for Transformational Change

**Dr. Kay McClenney**

Senior Advisor to the President  
American Association of Community  
Colleges





# Leading Transformational Change

Texas Pathways Institute #2

## Leading Transformational Change

**Civilization is in a race between  
education and catastrophe.**

- H. G. Wells

**In a democracy such as ours, we  
must make sure that education  
wins the race.**

- John F. Kennedy



# Leading Transformational Change

**Every course, every program, every college  
is perfectly designed  
to get the results it's currently getting**

- Attribution disputed



# Leading Transformational Change

**If nothing changes,  
nothing changes**



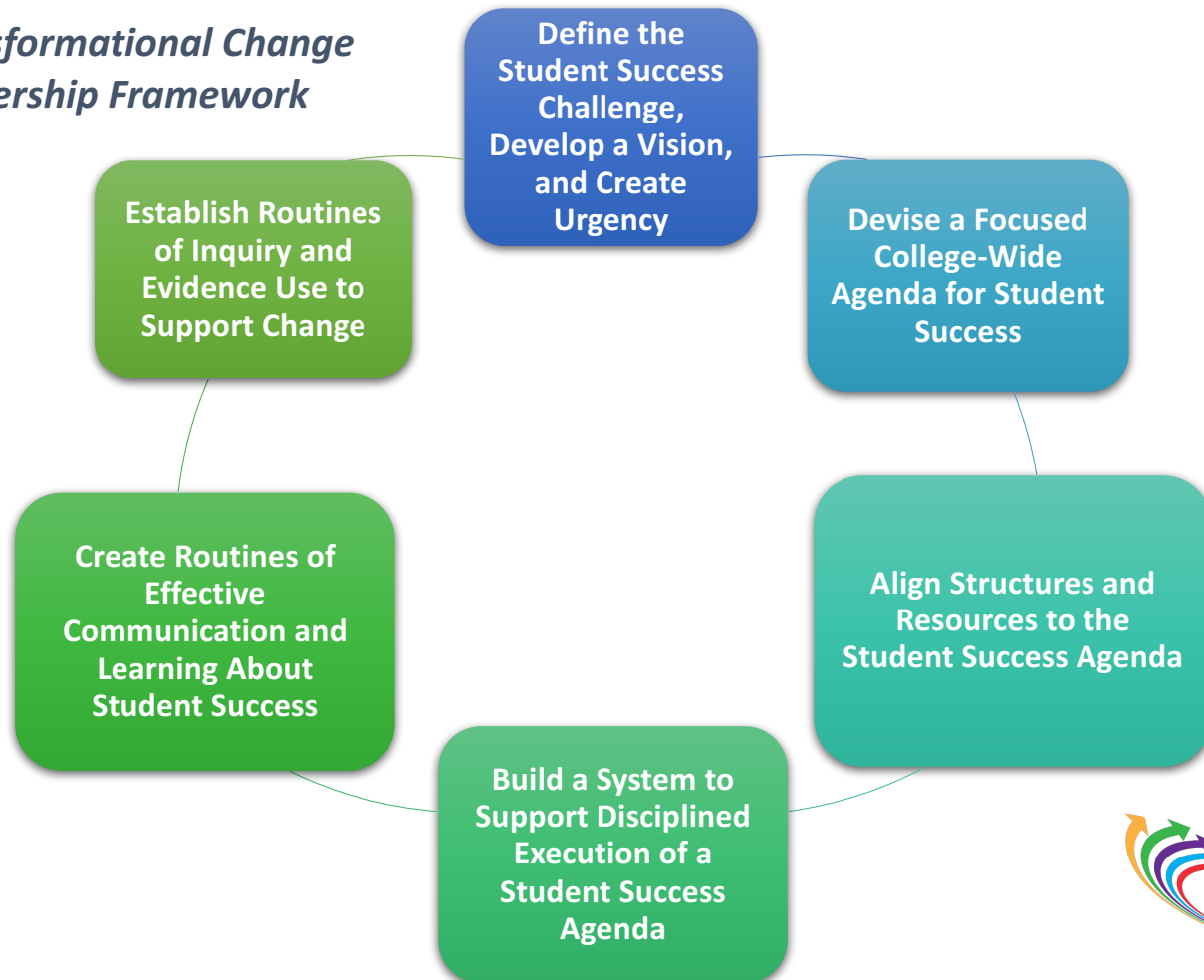


## Learning about Leadership for Pathways Reforms



# Leading Transformational Change

## *Transformational Change Leadership Framework*



# Leading Transformational Change

- Acknowledge and work through resistance
- Align resources to essential features of pathways
- Leverage resources to promote and enable change
- Assess existing incentives that stand in the way of needed change
- Align structures to the pathways model



# Leading Transformational Change

**Grasp the Magnitude**

**Understand the Work will be Hard**

**Build the Shared Vision,  
and keep sharing it,  
and sharing it,  
and sharing it....**



# Leading Transformational Change

- **Articulate a vision for change**
  - Easy to understand
  - Succinct enough to be written on a half page and communicated in one minute
  - Intellectually solid, but with emotional connection
  - Understood by a broad range of people – that is, free of jargon and highly technical process

*What will the student experience look like after pathways are implemented?*



# Leading Transformational Change

## Group Activity

With your group, discuss how you envision the college experience will be different as you begin to achieve success as a result of your transformational change leadership.

- What will you see? In classrooms? In advising offices? In administrative offices? Across all parts of the campus?
- What will you hear? From students? From faculty? From the community? From senior administration? And, from all stakeholders?
- What will have made this worth the effort?
- What will be fundamentally different about the student experience once pathways redesigns are implemented?



# Leading Transformational Change

## ■ Use data to build urgency and understanding

Present a limited set of data to tell a story about student outcomes. The data story should:

- Be easy to understand
- Show outcomes that would make a real difference to students if improved
- Reflect indicators or trends that are actionable
- Elicit a “no” response to the question, “Is this okay?”
- Not be used to lay blame but rather to inspire action
- Draw attention to institutional responsibility rather than student deficits

Adapted from John Kotter, “How to Create a Powerful Vision for Change,”  
*Forbes/Leadership* June 7, 2011



## Leading Transformational Change

**Engage**

**Engage**

**Engage**







*"We want to include you in this decision without letting you affect it."*

# Leading Transformational Change

**Engage**  
**systematically, continuously, authentically**

**Ensure transparency**

**Tell the truth**

**Respect questioning (no fake news)**

**Make space for grieving**



## People, Not Ideas, Make Change

What do people need?

- Purpose & fit
- Authentic engagement (early, often, ongoing)
- Honesty
- Recognition
- Support
- Clarity
- Evidence

## Understanding Sources of Resistance

What looks like hostility is often...

- Exhaustion
- Fear of change
- Fear of not being successful
- Grief – or fear of loss
- Ideological opposition

Remember:

- View & treat thoughtful skeptics as valuable
- Give space to self-interest, disentangled from ideology
- Don't waste your time on laggards

## Faculty & Staff Engagement 101

Barriers	Strategies
Leadership Buy-in	Assess & Close Gaps Here First
Lack of Authenticity	Practice Meaningful Engagement
Initiative Overload	Connect Dots, Stop Doing Everything, Mission Focus
Resistance to Mandates	Collaborative Design, Clarify Limits
Heavy Workloads	Respect, Recognition, Succession
Fear of Change, Self-Interest	Honesty, Clarity, Evidence & Vision
Poorly Structured Meetings	Goal Clarity, Skillful Facilitation
Insufficient Communication	Repetitive, Redundant, Continuous

# Leading Transformational Change

- **Create a discipline of communication to support change**
  - Listening to and amplifying the student voice
  - Continually asking questions and asking for *evidence* to answer those questions
  - Telling stories with data that help to build urgency and inspire change
  - Repeatedly and consistently delivering the core, focused message about the college's vision for change



# Leading Transformational Change

## Nurture Champions





# Leading Transformational Change

**Stop Doing Stuff**

**Especially Stupid Stuff**



# Leading Transformational Change

## **Group Activity: “The Ten Stupidest Things We do”**

Using the chart on the following page, groups select a pathways reform goal (listed on the chart or a new one of equivalent specificity) and brainstorm practices at each participant’s college that may contradict the goals of the reform effort.



# Leading Transformational Change

Group activity: “The 10 stupidest things we do”

Student Success Goal	Practices/Incentives Misaligned to Student Success Goals	Possible Changes to Align Incentives
Getting all students on a clear pathway	<i>e.g., tying advisors' success to enrollment and compiling students' course schedules</i>	
Doubling graduation rates	<i>e.g., distribution of enrollment and retention reports</i>	
Increasing transfer and BA attainment by 15 percentage points	<i>e.g., student financial aid planning documents that end with the two-year degree</i>	
Other	???	



Leading Transformational Change

**Insist on Equity By Design**



## Leading Transformational Change

**One More Time:**

**Why, exactly, are we doing this?**



## Leading Transformational Change

**It is not necessary to change.  
Survival is not mandatory.**

**-W. Edwards Deming**



# Leading Transformational Change

**When you're finished changing,  
you're finished.**

- Benjamin Franklin





“What I like most about change is that it’s a synonym for ‘hope.’ If you are taking a risk, what you are really saying is, ‘I believe in tomorrow and I will be part of it.’”

— LINDA ELLERBEE

# Leading Transformational Change

## Living Inside the Hope



## Leading Transformational Change

**The very least you can do in your life is to figure out what you hope for. And the most you can do is live inside that hope. Not admire it from a distance but live right inside it, under its roof.**

**- Barbara Kingsolver, *Animal Dreams***

