Implementing Institutional Redesign: Levers for Achieving Equity in Completion Post-conference Workshop • Supporting Student Success Conference • Friday, October 7th, 2016

Section I: Why Engage in Institutional Redesign? •
At the October 7th session Career Ladders Project began by sharing research from the field and an experiential map which had emerged from detailing the various paths students took at one college to qualify for Calculus 1A (recommended as a course in the first semester to students majoring in Business). While the outcome is shocking (only 10% of students majoring in Business reached Math 016A within 5 years), it is unfortunately quite common and amplified even more in national community college completion rates. Though over 80% of students entering community colleges declare their intention to earn a Bachelor’s degree, in fact only 10% of students do so successfully within 6 years. These numbers are even lower when focused data on African-American and Chicano/Latino students are disaggregated. (Source: US Department of Education) Faculty, staff and administrators across California are taking notice of these alarming trends and taking measures to address them. Many of these change-makers were gathered on this particular day; the 70 participants in the room shared some of their particular reasons for advocating that their home campuses implement institutional redesign and systems change.

Group Exercise: What's Your Why? Cross-Institutional tables asked each other, "Why do we do this work?" Answers lined the room.

"Reduce the achievement gap. Equity. Be worthy of our students. See the students who aren’t always seen – see the invisible. Help students make better choices. Redesign programs from student perspective. Transcend individual initiatives for deep transformation. We are tired of surface change. It’s about time. It’s our shared responsibility. It’s a moral imperative.”
Section II: How do we do it?:
Stories of Magic and Harsh Truths from the Field •

The “Why”, of course, brought us to the “How” and the “What”. To begin our exploration, Skyline College Vice Presidents shared valuable lessons and insights from their own institutional change processes. Behind the success of Skyline College’s reforms have been both formal and informal leaders who share a lens toward diversity and equity and work together to exemplify inclusion in campus policy. These leaders have been empowered by the “fierce urgency” of the executive and administrative team, who have committed to identifying and removing bureaucratic barriers to student success.

For Skyline, part of the magic has been a campus-wide willingness, cultivated by leadership, to “build the bike while we’re riding it,” be fearless and take risks, and be unapologetic in their pursuit of student equity. Taken together, these approaches disrupt the deficit narrative (which attributes low rates of retention and success to student lack of skill, competency, or drive) that has proven so deterministic in structuring our current pedagogic and institutional models and assumptions about student success and failure.

Group Exercise: Considering the “How?”: What are some barriers to – and opportunities for – change that exist at your institution? Cross-institutional tables teamed up to identify their common answers.

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<th>Barriers</th>
<th>Opportunities</th>
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Distillation: Guttman President Scott Evenbeck’s top ten guided pathway practices.

1. High expectations – Faculty – Pedagogy – Experimental – Learning
2. Strength – Based / Appreciative Inquiry
3. Take to Scale
4. First Generation Don’t do Options
5. Support from the top
6. Structure to do the work
7. Collaboration – Instructional teams – Instructional builders – Alignment
9. Data – Continuous Improvement – Change – Stay Fresh
10. Pathways in AND out – Jobs
Section III: What is this we are building?

Identifying the problem is one step, but posing solutions that truly engage the underlying issues (student equity, institutional histories, a swiftly transforming student demographic, economy and workforce) requires strategic, inclusive and ultimately, comprehensive interventions. President of Bakersfield College Sonya Christian shared a detailed framework for Guided Pathways implementation, placing it in context by referencing some of the obstacles participants identified. Dealing with analysis paralysis? “Start somewhere,” she reminded the group. Her strategies for supporting and ensuring systems change across her institution included infusing the work into existing meeting structures (instead of creating new committees and contributing to burnout), and exploring creative ways to use resources to support needed innovation (remain open to leveraging Student Equity, SSIP, program and grant funding together in creative ways to amplify impact). Finally, she noted the importance of open communication across departments and disciplines, authentic dialogue that transcended egos and silos.

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Section IV: Burning Questions ●

What are top administrators hearing about Pathways? What does this redesign look like when integrated across student populations and systems? More burning questions? Want to connect with Guided Pathways innovators? Interested in the content of this presentation?

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Presentations from SSSC Workshop:

• “Implementing Institutional Redesign: Levers for Achieving Equity in Completion”
• “Guided Pathways: A Presentation at the SSSC Post Conference Session by The Career Ladders Project”
• “A Comprehensive Planning Process for the Development and Implementation of The Skyline College Promise”
• http://www.careerladdersproject.org/smcccd/