



THE PATH AHEAD: LEADERSHIP, COLLABORATION, AND SHAPING OUR FUTURE

DR. DIANNE VAN HOOK & COLLEAGUES

FEBRUARY 1, 2018

IN THIS SESSION, WE WILL COVER:



- WHY PATHWAYS AND WHY NOW?
- WHAT IS THE CONTEXT OF A CHANGING SYSTEM?
- HOW TO SUPPORT STUDENT SUCCESS
- WHAT IS THE GUIDED PATHWAYS FRAMEWORK?
- WHAT ARE KEY ELEMENTS OF GUIDED PATHWAYS?
- WHAT ARE METAMAJORS?
- HOW TO GET ENGAGED
- WHAT IS $(IE)^2$ & CANYONS COMPLETES?
- WHAT IS MAKING AN IMPACT ON STUDENTS?
- HOW DO PATHWAYS & INNOVATION INTERSECT?
- WHAT OPPORTUNITIES ARE AHEAD?
- HOW TO COLLABORATE & NETWORK
- HOW YOU CAN BE FUTURE-READY?
- QUESTIONS, COMMENTS, AND NEXT STEPS!

WORKSHOP OUTCOMES & NEXT STEPS


*Get on the Pathways “PATH”
at College of the Canyons!*

Participants will:


- Review status of suggestions made at August FLEX session to get “barriers out of the way;”
- Learn about student success work underway through the IE2 Committee;
- Engage in discussions to identify what partnerships exist and what’s next;
- Discuss the intersection of pathways and innovation and identify the role **YOU** want to play;
- Explore opportunities provided by Pathways, College Promise efforts, and Workforce
- Gain understanding of the *Vision for Success* and other priorities;
- Hear real examples that will inspire and propel us down pathways that lead to success;
- Apply insights from group collaboration into opportunities to work out of silos and build on expertise;
- Understand that by working collaboratively, we can get more done and make an impact for student success

A BLAST FROM YOUR (PATHWAYS) PAST!

Reflecting back upon your educational experiences, consider the following:



What almost made you quit or leave the path when you were in college?



What kept you going to stay on the path when you were in college?

Questions about Guided Pathways?



WHY PATHWAYS AND WHY NOW?

COC SUPPORTS PATHWAYS TO SUCCESS

...THIS IS A CHANCE TO DO OUR WORK IN A MORE FOCUSED WAY

COC is committed to helping our students succeed and reach completion.

- With the launch of the Pathways framework, we are now:
 - ✓ Leveraging clear data
 - ✓ Strengthening and expanding supportive student services
 - ✓ Figuring out how to enhance effective institutional communication about Pathways
 - ✓ Designing our own framework to help our students choose programs of study and get student-based program maps.



BUILDING BLOCKS THAT HAVE POSITIONED COC TO
THRIVE DURING A TIME OF SYSTEM-LEVEL CHANGE!

COURAGE

INSPIRATION

COMMITMENT

COLLABORATION

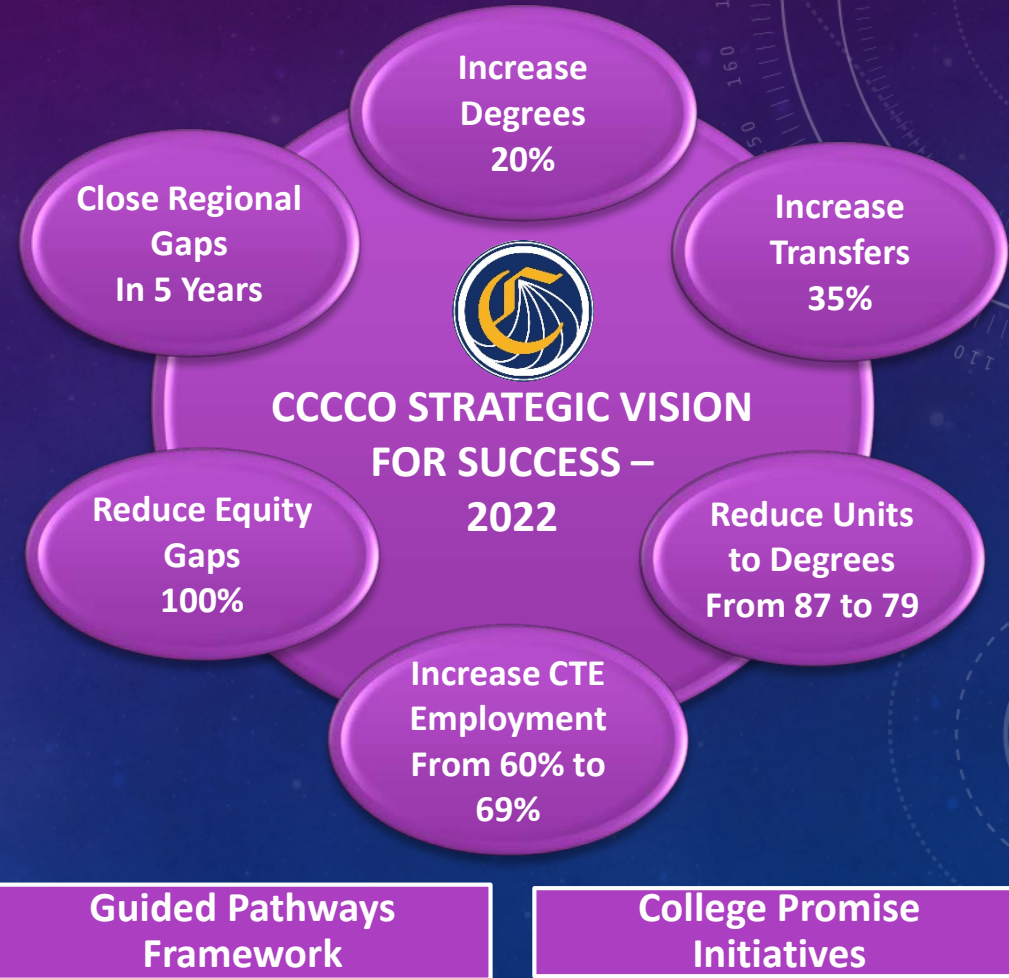
STRATEGY

HOW DO I KNOW WE CAN DO THIS?
WE ARE BUILT ON A FRAMEWORK OF SUCCESS!

CONTEXT OF A CHANGING SYSTEM

CA COMMUNITY COLLEGE CHANCELLOR'S OFFICE VISION

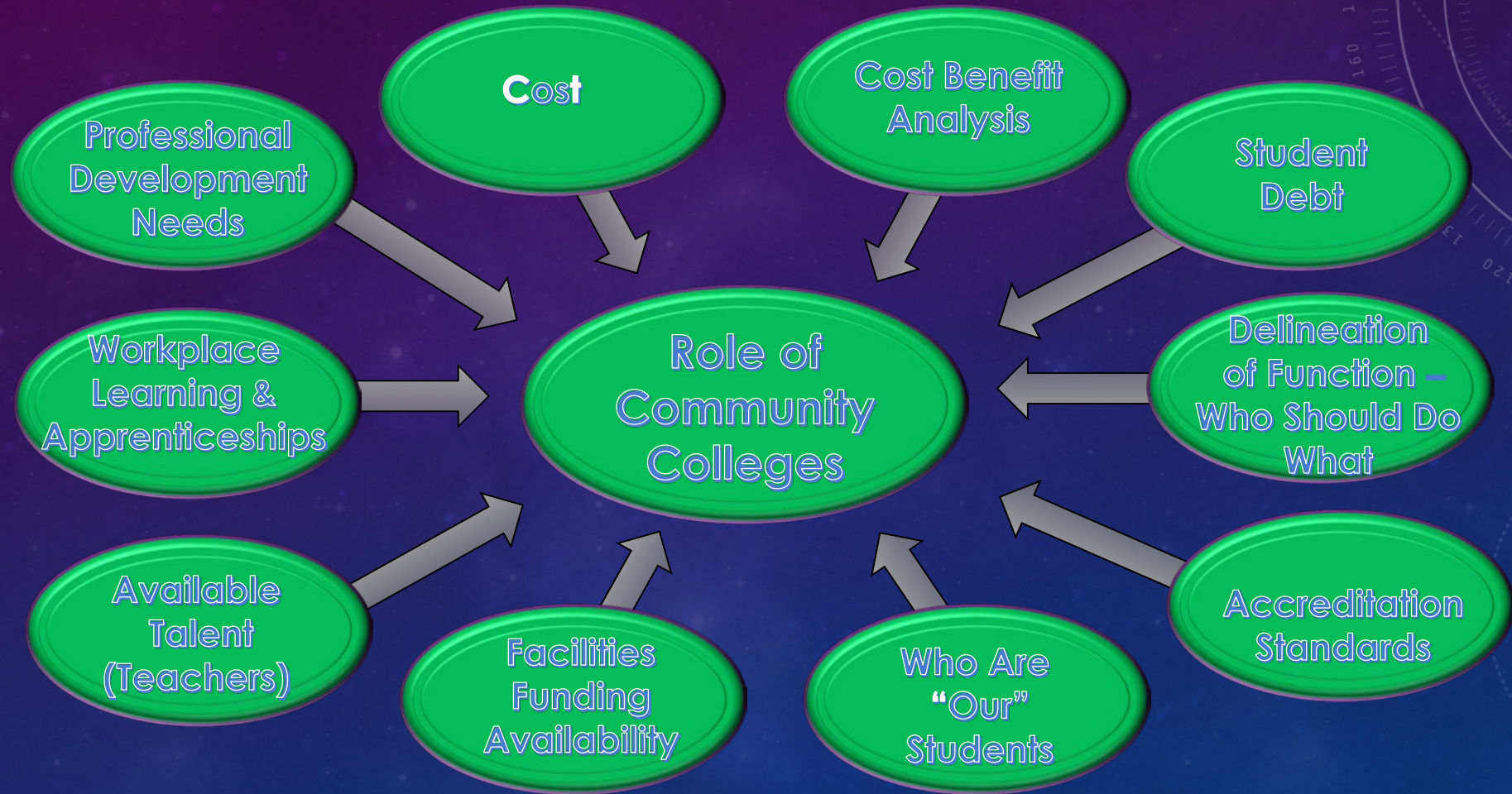
- At the System Level, The Chancellor's Office is Braiding Initiatives to Accelerate Student Success Outcomes
- The Emphasis has Moved Beyond Access to Success, Completion and Workforce Placement



THE LARGER CONTEXT: OUTSIDE INFLUENCES

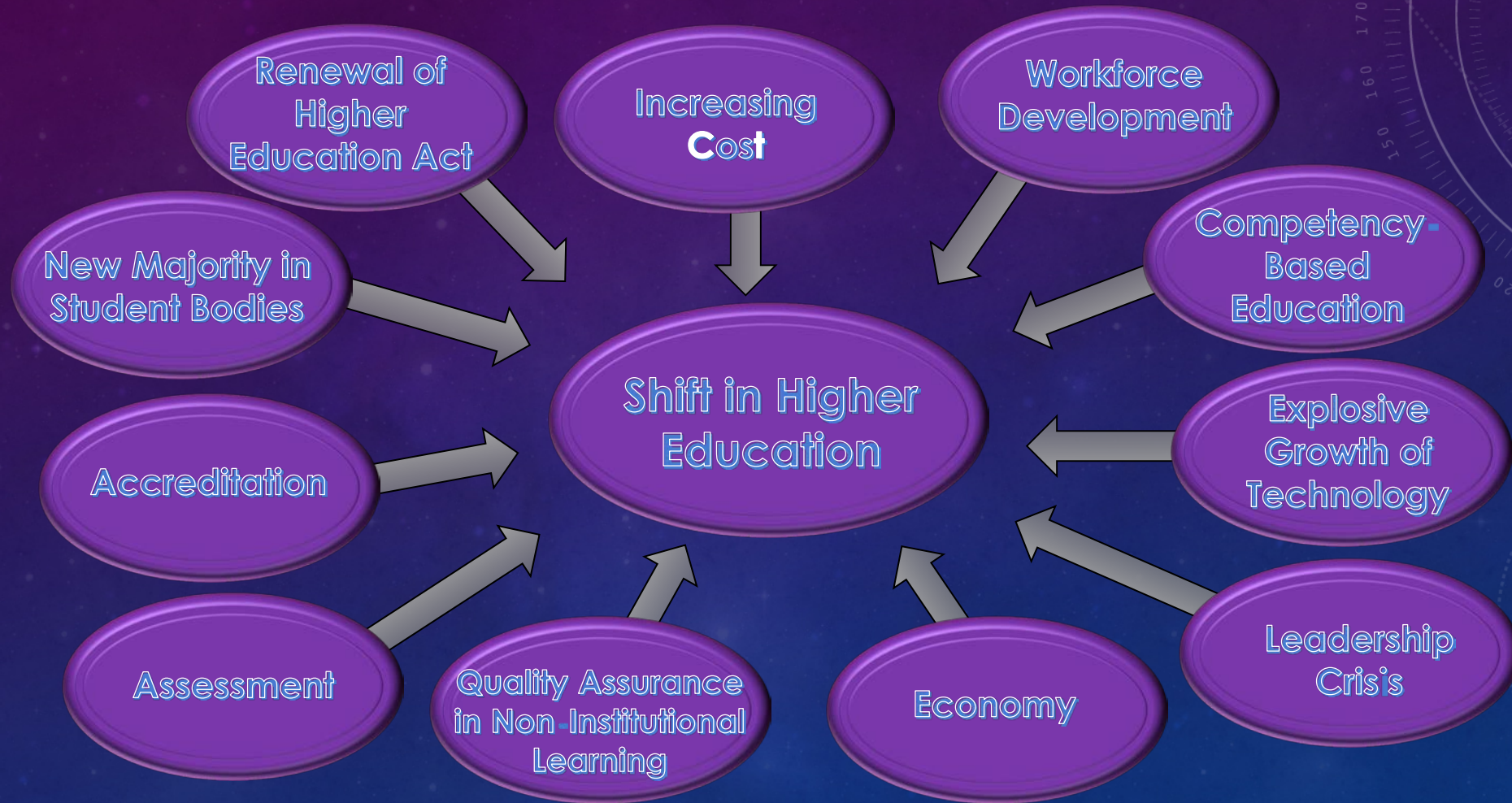


THE EDUCATION SECTOR: HIGHER EDUCATION FACTORS



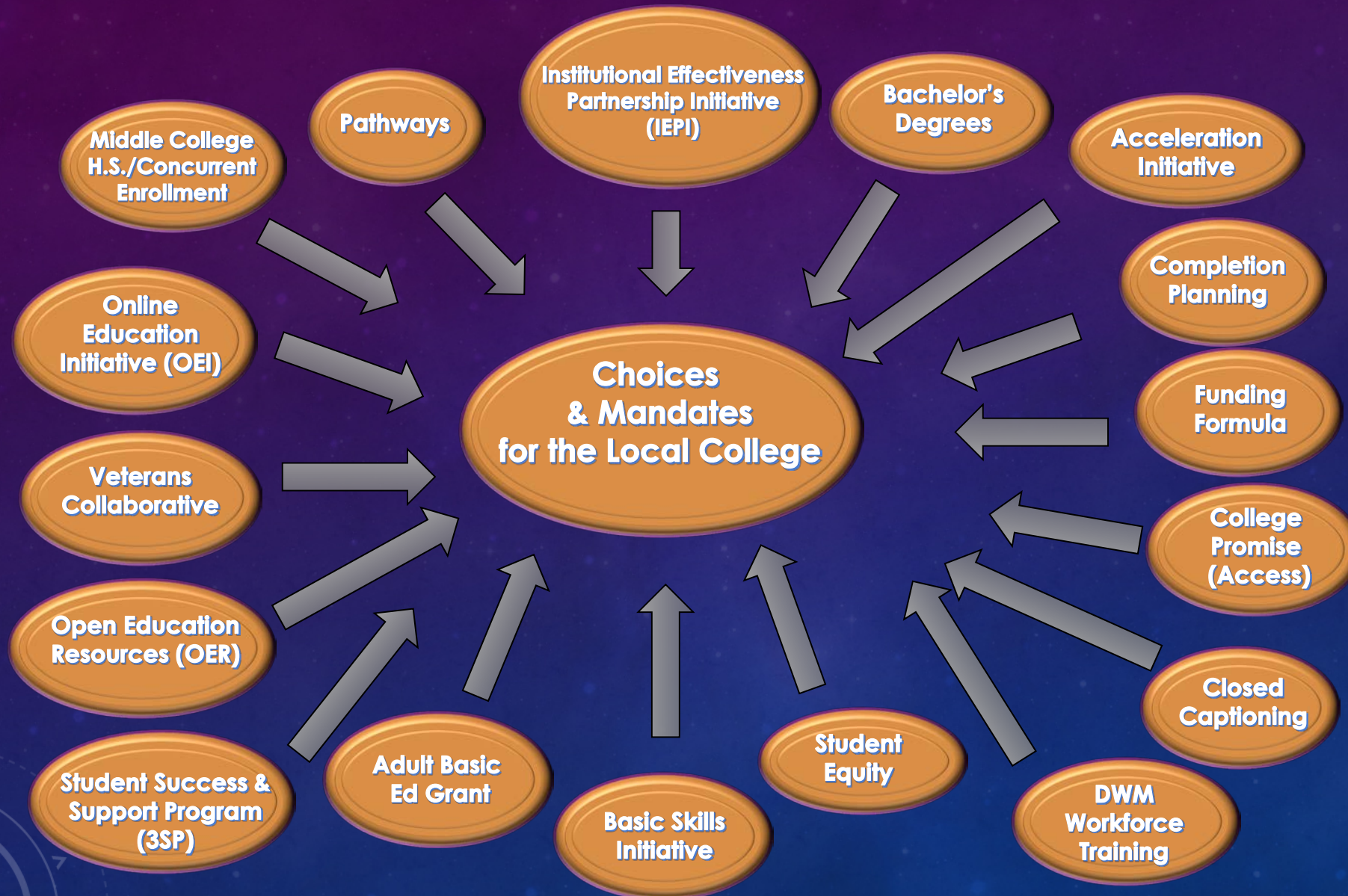
Higher Education factors currently are a layer at the federal level.

THE NEW REALITY: CORRELATION OF SYSTEM TRENDS & THEMES



Demands Paying Attention, Flexibility, Nimbleness, and Quick Response Time

COMMUNITY COLLEGE INITIATIVES AND FACTORS



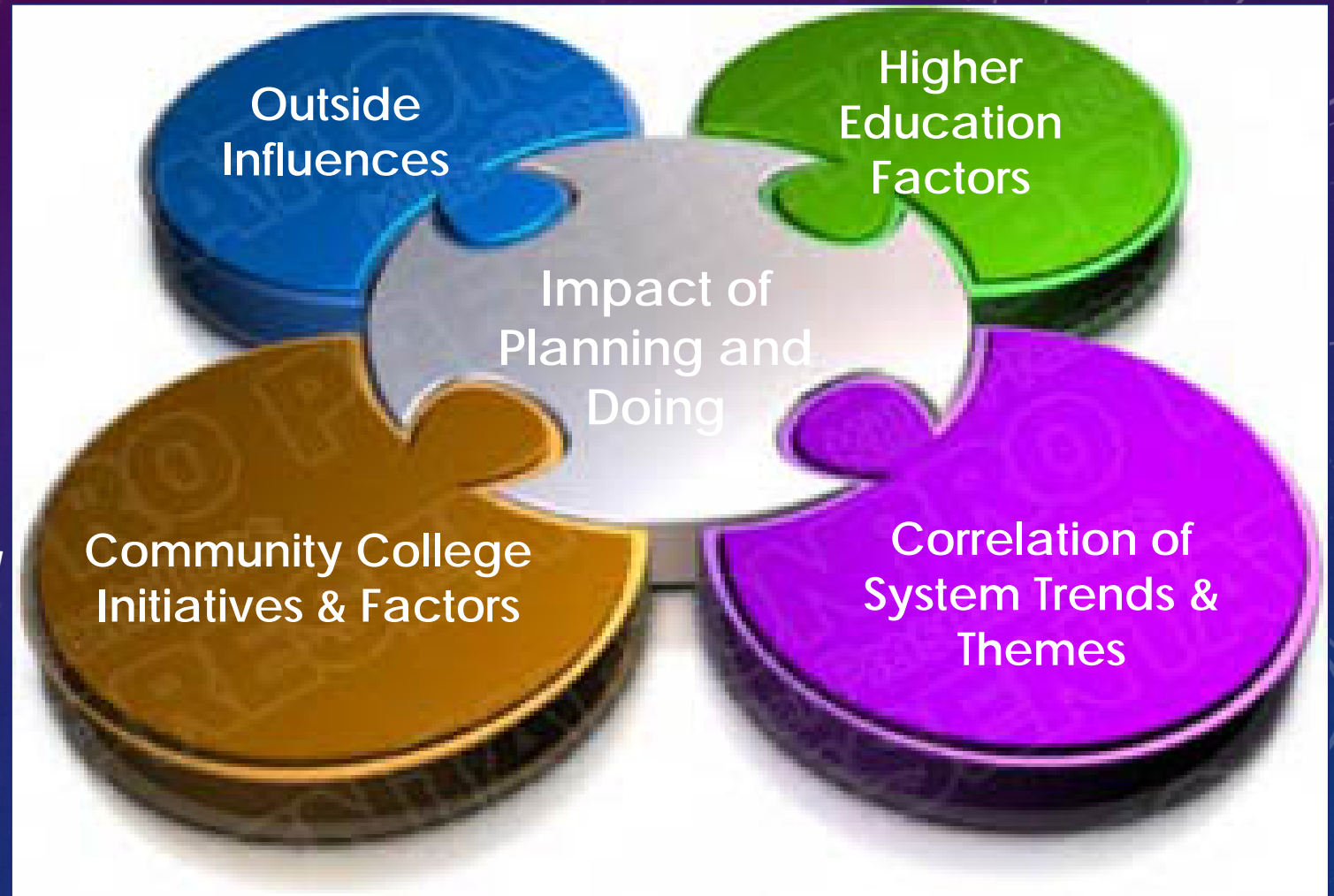
*Many Influences
Upon Our Work
and Planning*

FITTING THE PIECES OF THE PUZZLE TOGETHER

Forces and Opportunities

for change come from:

- *Rapidly changing economy*
- *Future workforce needs*
- *Technological advancements*
- *System-wide priorities and goals*
- *The pieces of the puzzle change constantly!*



CA COMMUNITY COLLEGE CHANCELLOR'S OFFICE

Informed in part by suggestions from COC and a Partnership Resource Team visit to the CCCCO, the CA Chancellor's Office is undertaking reform efforts to help remove barriers for colleges:

Integrating Student Success Plans (and likely funding)

- Braiding SSSP, Student Equity and Basic Skills funding and outcomes
- Eliminating duplication of efforts and seeking efficiency

Emphasizing college Indicators that support the *Vision for Success* goals:

- Intended to Help Colleges Identify Priority Areas and Goals
- Ex: Scorecard data, IEPI, Student Equity, SSSP, Pathways, Strong Workforce
- Aligning and reducing the number of indicators to create a more integrated system

Prioritizing Students

- Seeking to coordinate functions that make programs more user friendly to students
- Supporting the Pathways framework and student-supporting interventions



HOW TO SUPPORT STUDENT SUCCESS

STUDENT SUPPORT (RE)DEFINED



In January 2013, the RP Group did a study and asked students what would help them to succeed. Students told us what we already know - identifying six success factors they said were important to them, as follows:

- **Directed:** Students have a goal and know how to achieve it
- **Focused:** Students stay on track – keeping their eyes on the prize
- **Nurtured:** Students feel somebody wants and helps them to succeed
- **Engaged:** Students actively participate in class and extracurricular activities
- **Connected:** Students feel like they are part of the college community
- **Valued:** Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

Pathways is based on this research and is also common-sense approach to helping students succeed.

COC EXAMPLES OF PATHWAYS WORK



COLLEGE OF THE CANYONS EXAMPLES

Department Pathways Examples

- **Welding:** Tim Baber
- **ECE/TEACH:** Gina Peterson
- **Architectural Drafting/
Interior Design:** Jason Oliver

Success at College of the Canyons is...

Directed

canyons.edu/skills4success

"Having a clear path to follow is important. The respect I receive from my peers, instructors, and mentors at College of the Canyons has helped me stay directed toward my goals. I can see myself in the place I want to be and I have the drive and motivation to get there."

Andre Tan

S42
SKILLS-SUCCESS

created by students from graphic and multimedia design

COLLEGE OF THE CANYONS

By sharing what is working, what we have learned, identifying possibilities, and discussing hopes/fears we can keep the momentum going!

WHAT IS THE GUIDED PATHWAYS FRAMEWORK?

AN OPPORTUNITY!

COMMITMENT TO SUPPORTING STUDENT SUCCESS

Your work matters!

- Colleges have an opportunity to reframe institutional design and supports to better enhance student success
- People will make this happen. How we choose to communicate, act, think, dream and do impacts our students' success.



Clarify the Path

Get on the Path

Stay on the Path

Ensure Learning

WHAT IS GUIDED PATHWAYS?

The California Guided Pathways Model is an *integrated, institution-wide approach to student success* based on *intentionally designed, clear, coherent and structured educational experiences*, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.



WHAT DO PATHWAYS OFFER?



- Immediate assistance for students to:
 - ✓ Explore academic and career options
 - ✓ Choose a program of study, and develop a plan based on the program maps
- Clarity and focus help simplify student decision-making!
- Ability for colleges to provide predictable schedules, frequent feedback, and targeted support to help students stay on track and complete their programs more efficiently.
- Increased capability for faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

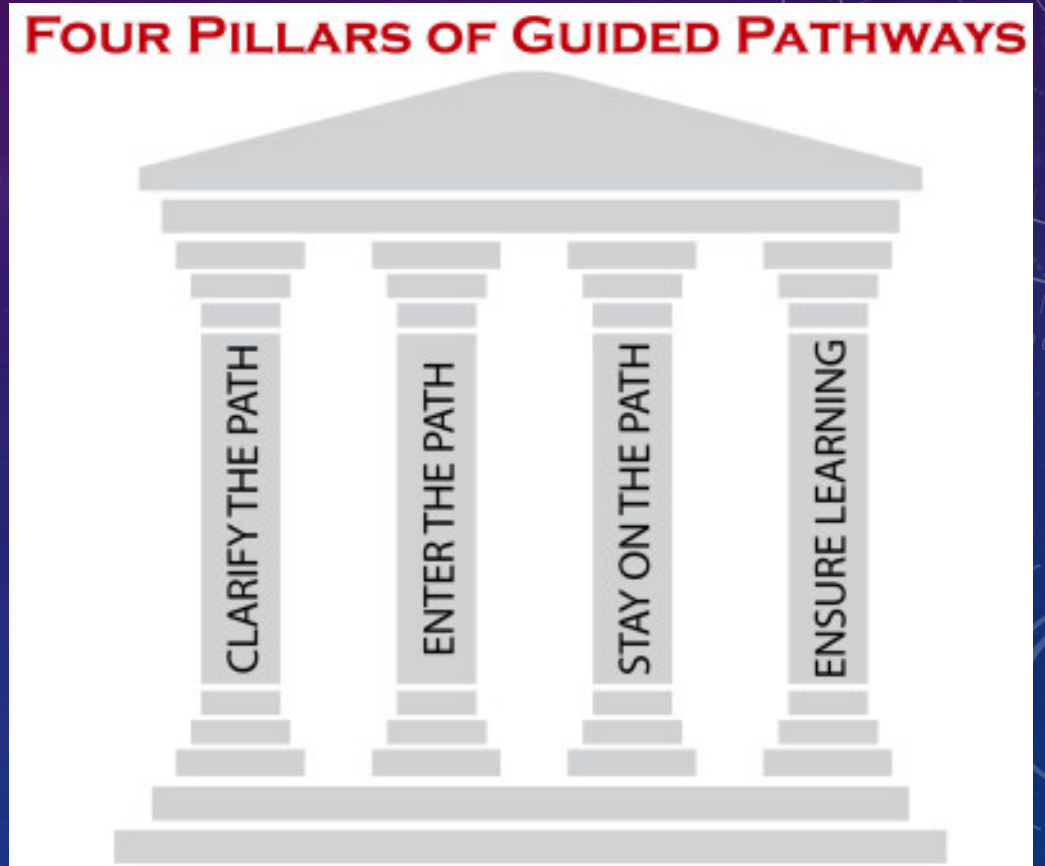
WHAT DO PATHWAYS OFFER?

Central to the pathways model are *clear, educationally coherent program maps*—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field.



COC AND GUIDED PATHWAYS

The Pathways framework is designed to enable us to shape our ability to assist students as they make informed decisions about their academic studies; provide clear schedules; offer regular feedback and support; and help students to stay on track and complete. This work aligns with the “four pillars” of guided pathways to: Clarify the path, Get on the path, Stay on the path, & Ensure learning.



KEY ELEMENTS OF GUIDED PATHWAYS

KEY ELEMENTS OF GUIDED PATHWAYS

Source: California Community Colleges Chancellor's Office

Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.



Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.



Early alert systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.



Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.



Structured onboarding process including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.



Instructional support and co-curricular activities aligned with classroom learning and career interests.

KEY ELEMENTS OF GUIDED PATHWAYS

Source: California Community Colleges Chancellor's Office



Programs that are fully mapped out and aligned



Such as: AD-T Degrees



Proactive academic and career advising



Cougar Mentors, Peer Advisors



Early alert systems



Early Alert Pilot, Targeted Student Communications



Redesigning and integrating basic skills/developmental education classes



Transformative COC Basic Skills/Placement Changes



Structured onboarding process



New Student Orientation, Workshops, Simplified MyCanyons



Instructional support and co-curricular activities



First Year Promise, Civic Engagement

THE PATHWAYS MODEL

STEP 1: Clarify Paths to Student End Goals

Simplify students' choices with default **program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.

Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

Adapted from: <https://www.caguidedpathways.org/> Community College Research Center (CCRC) and the AACCC Pathways Project.

Consider:

- *How are we ensuring our students find and stay on a Pathway?*
- *How are we helping students through the business processes of our college?*



Clarify the
Path

Get on the
Path

Stay on
the Path

Ensure
Learning

THE PATHWAYS MODEL

STEP 2: Help Students Choose and Enter a Pathway

Bridge **K12 to higher education** by assuring early remediation in the final year of high school through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.

Redesign traditional remediation as an **“on-ramp” to a program of study**, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student’s program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program “gateway” courses

Provide **accelerated remediation** to help very poorly prepared students succeed in college-level courses as soon as possible.



Consider:

- *How are we ensuring our students find and stay on a Pathway?*
- *How are we helping students through the business processes of our college?*

Clarify the Path

Get on the Path

Stay on the Path

Ensure Learning

THE PATHWAYS MODEL

STEP 3: Help Students Stay on Path

Support students through a strong **advising** process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.

Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.



Consider:

- *How are we ensuring our students stay on a Pathway?*
- *How are we helping students navigate the processes of our college?*
- *How are we helping advise students about pathways?*
- *How are we helping students to make connections between their work in the classroom as well as their campus jobs (if applicable) to career and employment?*

Clarify the Path

Get on the Path

Stay on the Path

Ensure Learning

THE PATHWAYS MODEL

STEP 4: Ensure That Students are Learning

Establish program-level **learning outcomes** aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.

Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success in courses across programs of study.

Ensure incorporation of **effective teaching practice** throughout the pathways.



Consider:

- *How are our defined measures of achievement for courses and programs aligned with employment and transfer?*
- *How are we integrating applied experiences in our courses, programs, and extracurricular learning?*
- *How are we ensuring that our policies, practices, and procedures ensure equitable outcomes for all students?*

Clarify the Path

Get on the Path

Stay on the Path

Ensure Learning

WHY DO PATHWAYS MATTER?

Board of Governors *Vision for Success Statement*

- Increase by at least **20 percent** the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by **35 percent** the number of CCC students transferring annually to a UC or CSU.
- **Decrease the average number of units** accumulated by CCC students earning associate's degrees, from approximately 87 total units to 79 total units.
- **Increase the percent of exiting CTE students who report being employed** in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent.
- **Reduce equity gaps** across all of the above measures through faster improvements among traditionally underrepresented student groups, cutting achievement gaps by 40 percent within 5 years and closing those achievement gaps within 10 years.
- **Reduce regional achievement gaps** across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, closing those achievement gaps within 10 years.

The funding for the development of our model, and getting the infrastructure in place to proceed with the plan, is coming from a one-time \$150M allocation from the CCCCO spread out to the colleges over five years.



*Pathways are a way to
**REACH and
ACHIEVE**
the BOG vision
statement*

WHAT DO PATHWAYS MEAN TO YOU AND YOUR DEPARTMENT?



Ask yourself:

- How are we ensuring our students find and stay on a Pathway?
- How are we helping students through the business processes of our college?
- How are we connecting the work of college assistants in our department to the work of their classes, to see the relevance of course work to *real* work?
- How are we committing to diverse and equitable workplaces?
- How are we working as visionary leaders that are removing barriers to better serve students?

This work isn't always easy, but together we can keep the momentum going for students

HOW DO WE SERVE OUR STUDENTS?

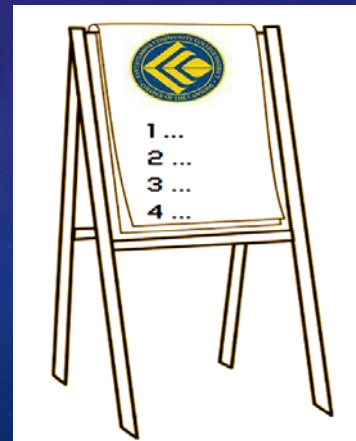


Customer Service and the Student Experience -

- What is our customer service like?
- Do we make assumptions about what our students do/don't know?
- What first impressions and experiences do they have at the college, particularly at our service counters?
- How can we make improvements?

Do we know who is doing what? –

- For example, all the departments and programs that conduct outreach or interact with our local high schools?
- There are many opportunities to connect with colleagues in order to learn, share, and coordinate!



COC EXAMPLES OF PATHWAYS WORK



COLLEGE OF THE CANYONS EXAMPLES

Department Pathways Examples

- **Foreign Languages:** Claudia Acosta
- **Biology:** Miriam Golbert
- **Counseling:** Erika Torgeson

Success at College of the Canyons is...

Focused

“My sister was the first person to graduate from college in my family, and that has motivated me to stay focused in my own life. By staying strong-willed and focusing on my goals, I know that nothing can stop me from being as successful as I can be.”

Corissa Garcia

canyons.edu/skills4success

S42
SKILLS-SUCCESS

created by students from graphic and multimedia design

COLLEGE OF THE CANYONS

By sharing what is working, what we have learned, identifying possibilities, and discussing hopes/fears we can keep the momentum going!

META-WHAT?



WHAT ARE “METAMAJORS”?

Many names for the same general concept: Identification of milestone courses, recommended general education courses, and recommended electives for each program.

Career Focus Areas	Career Pathways	Career and Academic communities
Guided pathways	Institutes	Academies
“Buckets”	“Trees and Branches”	Menus

“METAMAJORS”?



- These help to address :
 - ✓ Dizzying array of program choices
 - ✓ Lack of choice architecture to make an informed choice
 - ✓ Lost momentum / increased time to degree during extended choice process
- These are designed to:
 - ✓ Help students narrow their program interest early in their careers
 - ✓ Ensure students register for relevant courses that add up to a coherent degree
 - ✓ Receive program info systematically to help select a program by a specific milestone
 - ✓ Generate feedback for area

“METAMAJORS” (CONTINUED)

Comments and Discussion about Program Mapping

- Begins with the end in mind and moves backwards
- Defines default course sequences
- Aligns course content and student learning outcomes
- Identifies critical milestone courses
- Ensures college-level English and Math in first year
- Determines process regarding recommended core curriculum gen ed and elective courses
- Explores possibility of common first semester with a meta-major or smaller cluster of related programs

The default map become the tool/foundation used to individualize a full program plan for a student, taking into account a student’s particular background, attendance patter, development needs, etc.

Metamajor Mapping is an **opportunity to make an equity impact** as well: “Make sure that there are not six lane highways leading to a swamp – but a map leading to real transfer opportunities and jobs”



ACTIVITY

- Denee Pescarmona -
“Sorting Metamajors” Activity



GETTING ENGAGED

PATHWAYS INITIATIVE AT COC – CANYON COMPLETES

COC provides a “jumpstart” in getting Pathways to the finish line via our **Canyon Completes initiative**, which began in the Fall of 2016.

- The outcomes that will be realized from Canyon Completes (our version of Pathways) will be enhanced via the collaboration between people and departments.
- The partnership framework is designed to inform, describe and focus on what we must do and determine how and who will do it.
- Working collaboratively, getting out of silos and focusing on people’s areas of expertise, we can get more done together than by doing it ourselves. And by doing so, GREAT things happen for our students.

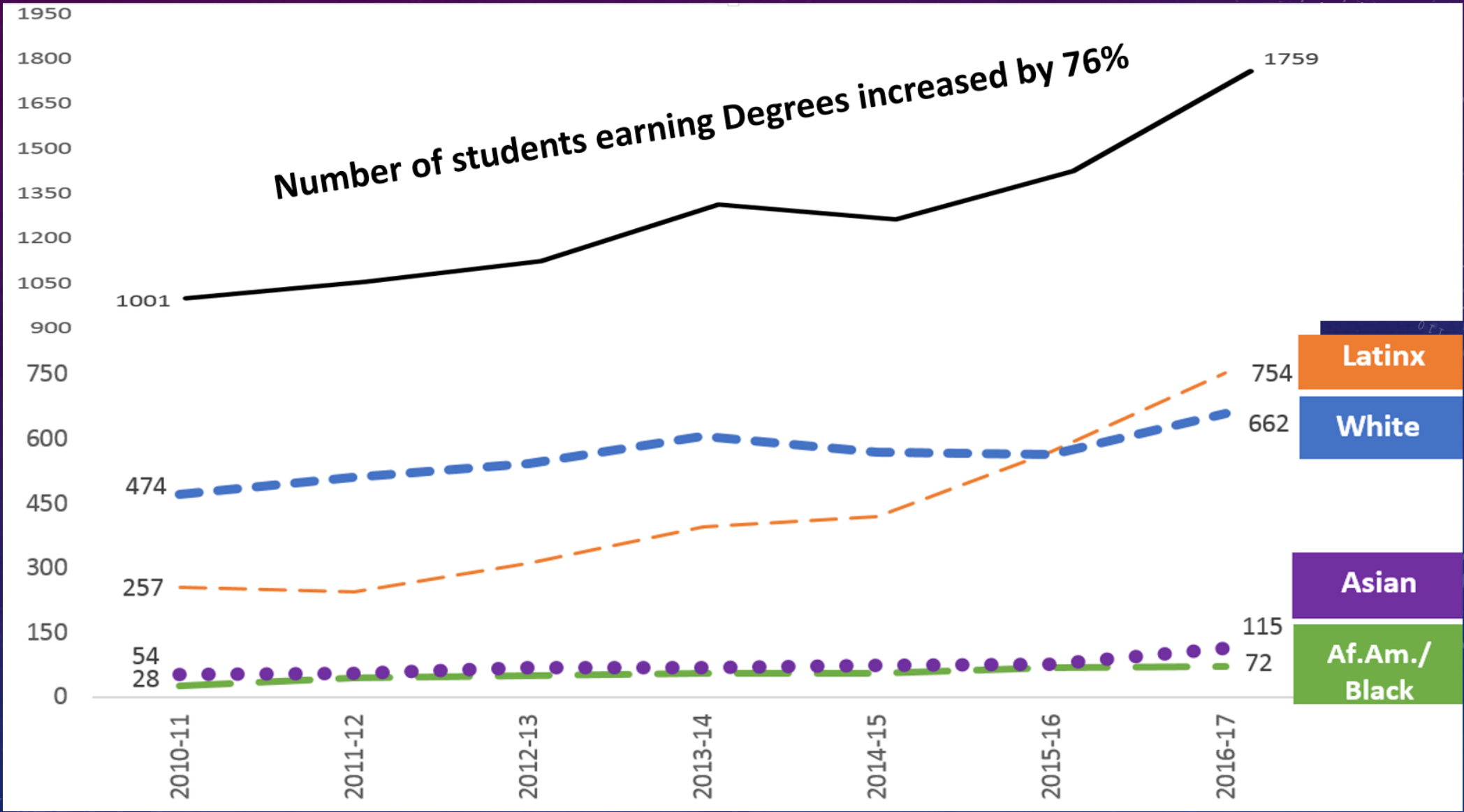


TIME TO *KAHOOT!*

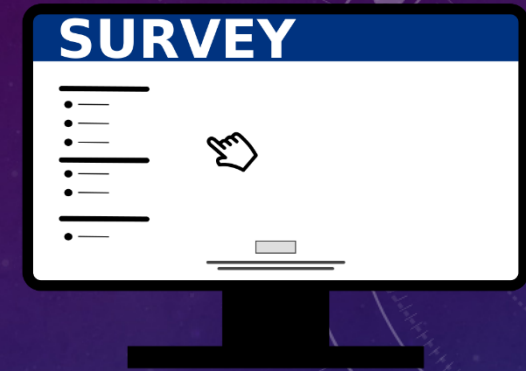
How much do you know
about our college, our
students, and our programs?



DEGREE COMPLETION -7 YRS.



SURVEY RESULTS & SUGGESTIONS FOR ACTION



Included questions related to:

- Awareness with the California Guided Pathways Framework (generally), the demonstration project at COC and State Chancellor's Guided Pathway efforts;
- Awareness of the (IE)² Committee;
- Awareness of seven areas of focus within Canyons Completes;
- Anticipated benefits for the college/department within the Guided Pathways framework;
- Concerns about the Guided Pathways framework; and
- Additional input regarding California Guided Pathways and/or Canyons Completes.

COLLEGE OF THE CANYONS GUIDED PATHWAYS / (IE)² ABBREVIATED SURVEY – DECEMBER 2017

Methodology:

- The Office of Institutional Research, Planning and Institutional Effectiveness conducted a survey of all full-time faculty, classified staff, confidential staff, classified administrators, and educational administrators to assess campus awareness of the Guided Pathways framework and the work of the Institutional Effectiveness and Inclusive Excellence (IE)² committee.

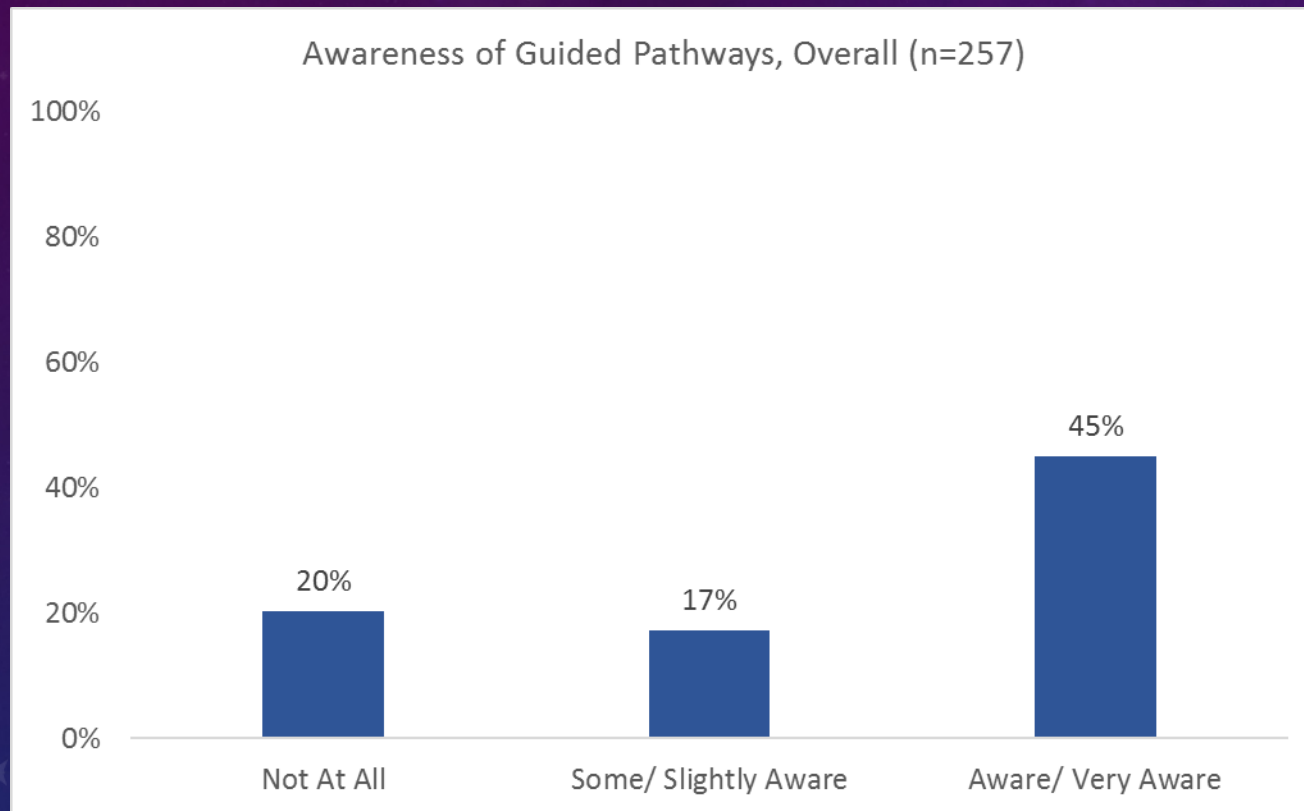


Procedures:

- Distributed December 2017 to full-time faculty, adjunct faculty, classified staff, confidential staff, classified administrators, and educational administrators through surveymonkey.com. Of the 606 surveys distributed, 279 completed surveys were returned, resulting in a response rate of 46 percent.

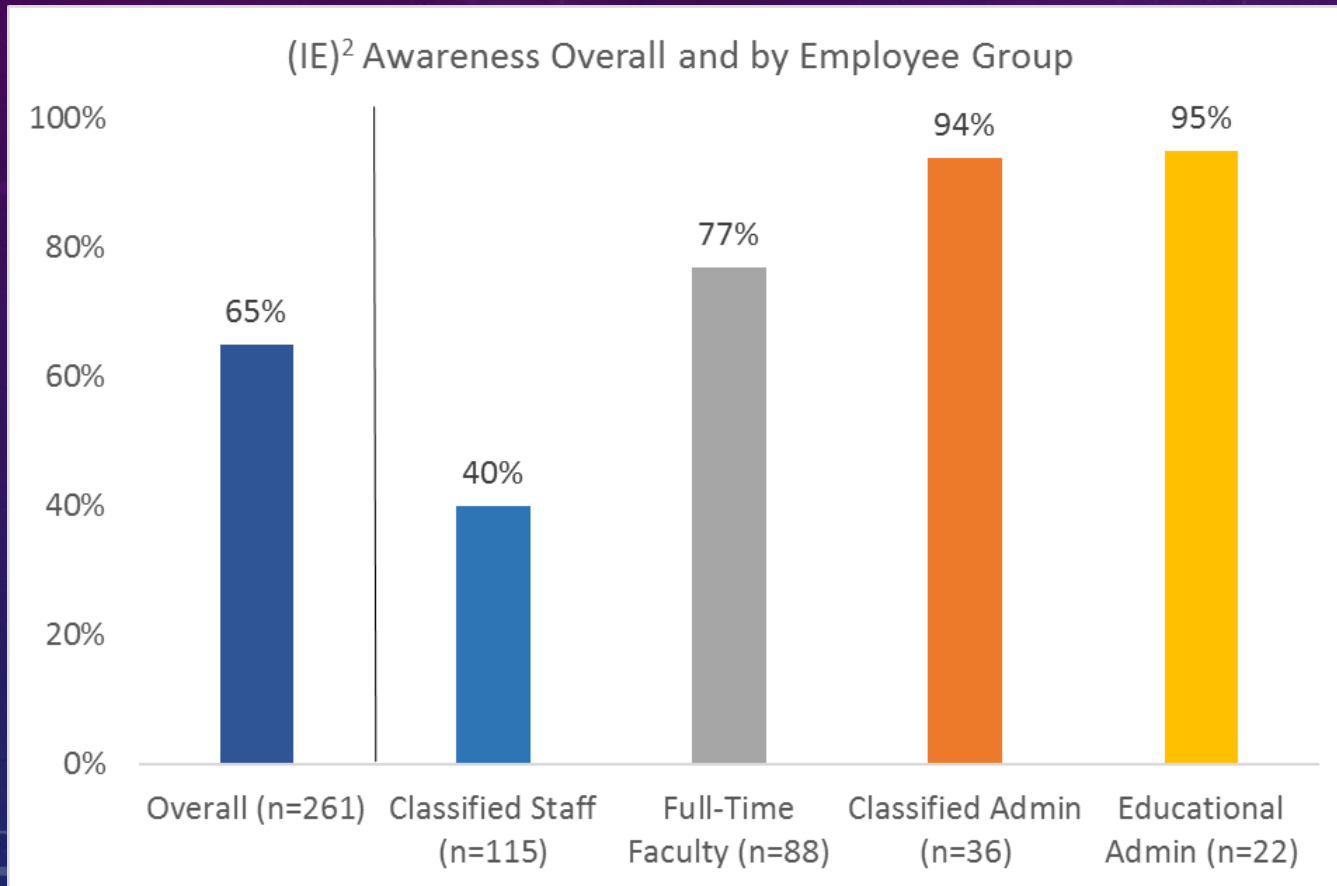
	Surveyed (N)	Responded (N)	Response Rate (%)
Full-Time Faculty	221	93	42%
Classified Staff and Confidentials	291	126	43%
Classified Administrators	61	38	62%
Educational Administrators	33	22	67%

AWARENESS OF PATHWAYS EFFORTS



- More than half of respondents are some- to very-aware of Guided Pathways
- But there is still an opportunity! 20% are not familiar at all with Guided Pathways, emphasizing the need for consistent institutional focus and discussion!

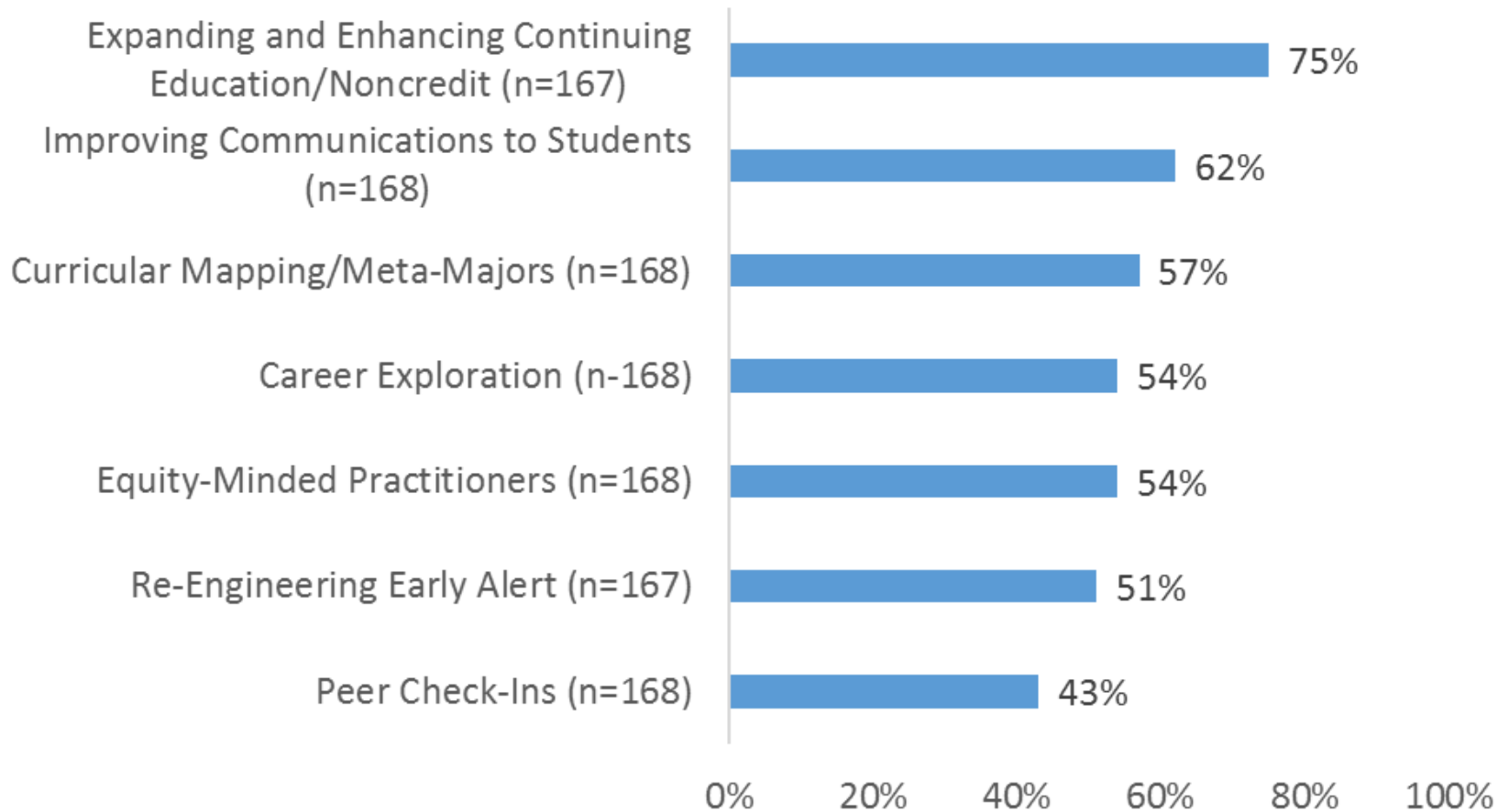
INSTITUTIONAL EFFECTIVENESS AND INCLUSIVE EXCELLENCE (IE)² AWARENESS



- Overall, there is awareness of (IE)² but there's still work to do!
- Among employee groups **Classified Staff** are *least aware* of (IE)².
- Respondents represent 46% of faculty/staff.

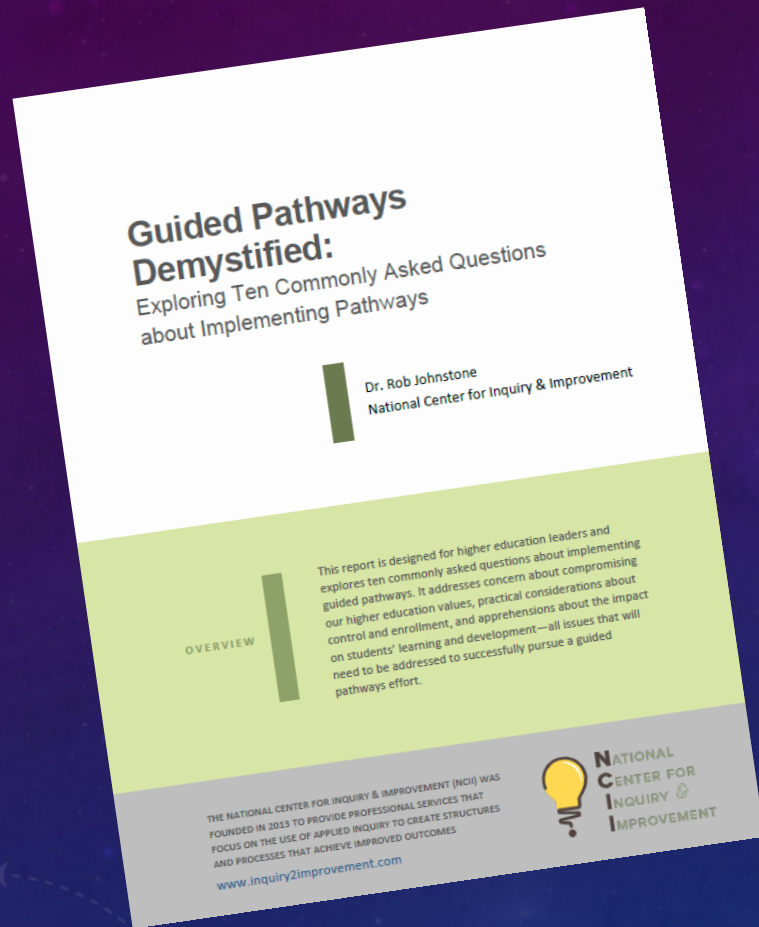
CANYONS COMPLETES WORK GROUP AWARENESS

Canyons Completes Work Group Overall Awareness
(Aware/Very Aware)



- Respondents were **most aware** of the ***Expanding and Enhancing Continuing Education/Noncredit*** and ***Improving Communications to Students*** work groups
- **More than half aware** of
 - Curricular Mapping/Meta-Majors
 - Career Exploration
 - Equity-Minded Practitioners
 - Re-Engineering Early Alert
- Respondents were **least aware** of ***Peer Check-Ins***

OPEN-ENDED COMMENTS:



There were several QUESTIONS in the open-ended comments, such as:

- **reduced student exploration** of majors/changing of pathways?
- **lack of collaboration** among colleagues?
- **lack of institutional resources?**
- **decreased availability** of non-pathway courses?
- potential implementation issues due to **politics?**
- **funding concerns?**
- **general lack of understanding** of Guided Pathways

“Demystifying” guided pathways is an ongoing challenge and opportunity!

OPEN-ENDED COMMENTS:

There were several THEMES in the open-ended comments, such as:

- increased **pathway clarity** for students
- less **time to complete** degrees/certificates
- increased **completion rates**
- increased **student support**
- improved **career pathways/options**
- increased **enrollment**
- increased **transfer rate**
- financial **savings** for students
- increased **collaboration** between faculty and staff
- increased **retention rates**
- increased **success rates**



Guided Pathways Defined

These highly structured student experiences encourage completion by:

- Establishing clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement
- Incorporating intake processes that help students clarify goals for college and careers
- Offering on-ramps to programs of study designed to facilitate access for students with developmental education needs
- Embedding advising, progress tracking, feedback, and support throughout a student's educational journey

(Jenkins & Choo, 2014; Bailey, Jagers, & Jenkins, 2015)

COC EXAMPLES OF PATHWAYS WORK

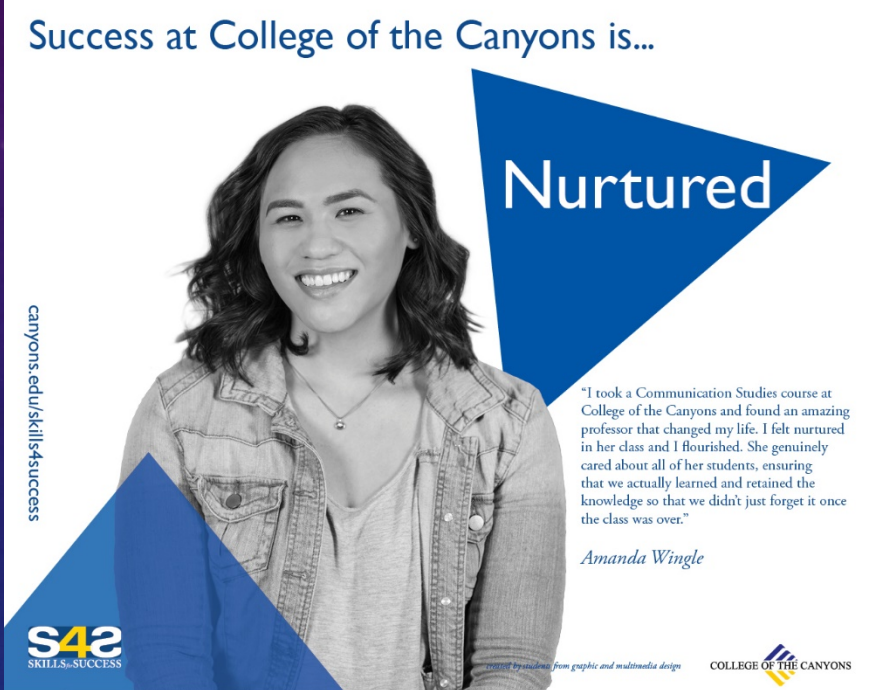


COLLEGE OF THE CANYONS EXAMPLES

Department Pathways Examples

- **Kinesiology/Athletics:** Sarah Ehram
Chad Peters
- **Student Athletic Academic Mentors:** Matt Crater
Chuck Lyon

Success at College of the Canyons is...



Nurtured

"I took a Communication Studies course at College of the Canyons and found an amazing professor that changed my life. I felt nurtured in her class and I flourished. She genuinely cared about all of her students, ensuring that we actually learned and retained the knowledge so that we didn't just forget it once the class was over."

Amanda Wingle

canyons.edu/skills4success

s4s
SKILLS.SUCCESS

PHOTO BY: AUSTIN, FROM GRAPHIC AND MULTIMEDIA DESIGN

COLLEGE OF THE CANYONS

By sharing what is working, what we have learned, identifying possibilities, and discussing hopes/fears we can keep the momentum going!

$(IE)^2$ AND CANYONS COMPLETES

Our work ahead...

CCCCO VISION

COC MISSION & STRATEGIC GOALS

COLLEGE PLANNING TEAM



INSTITUTIONAL EFFECTIVENESS & INCLUSIVE EXCELLENCE (IE)² COMMITTEE

Student Success
Plans

“Canyons Completes”
Workplan

Institution-Set
Standards

Other Success
Strategies

Student
Equity

3SP

Basic
Skills

Guided
Pathways

College
Promise

Strong
Workforce

Equity

ACCJC
Indicators

IEPI
Indicators

Grants,
Title V

Student
Support
(Re)Defined &
HIPs

**THE INSTITUTIONAL
EFFECTIVENESS & INCLUSIVE
EXCELLENCE COMMITTEE
(IE)²**

**(IE)² IS COC'S INNOVATIVE APPROACH TO
MAKING SENSE OF ALL THE MOVING PARTS**

**...WHILE MAINTAINING A PRIMARY EMPHASIS
ON STUDENT SUCCESS!**

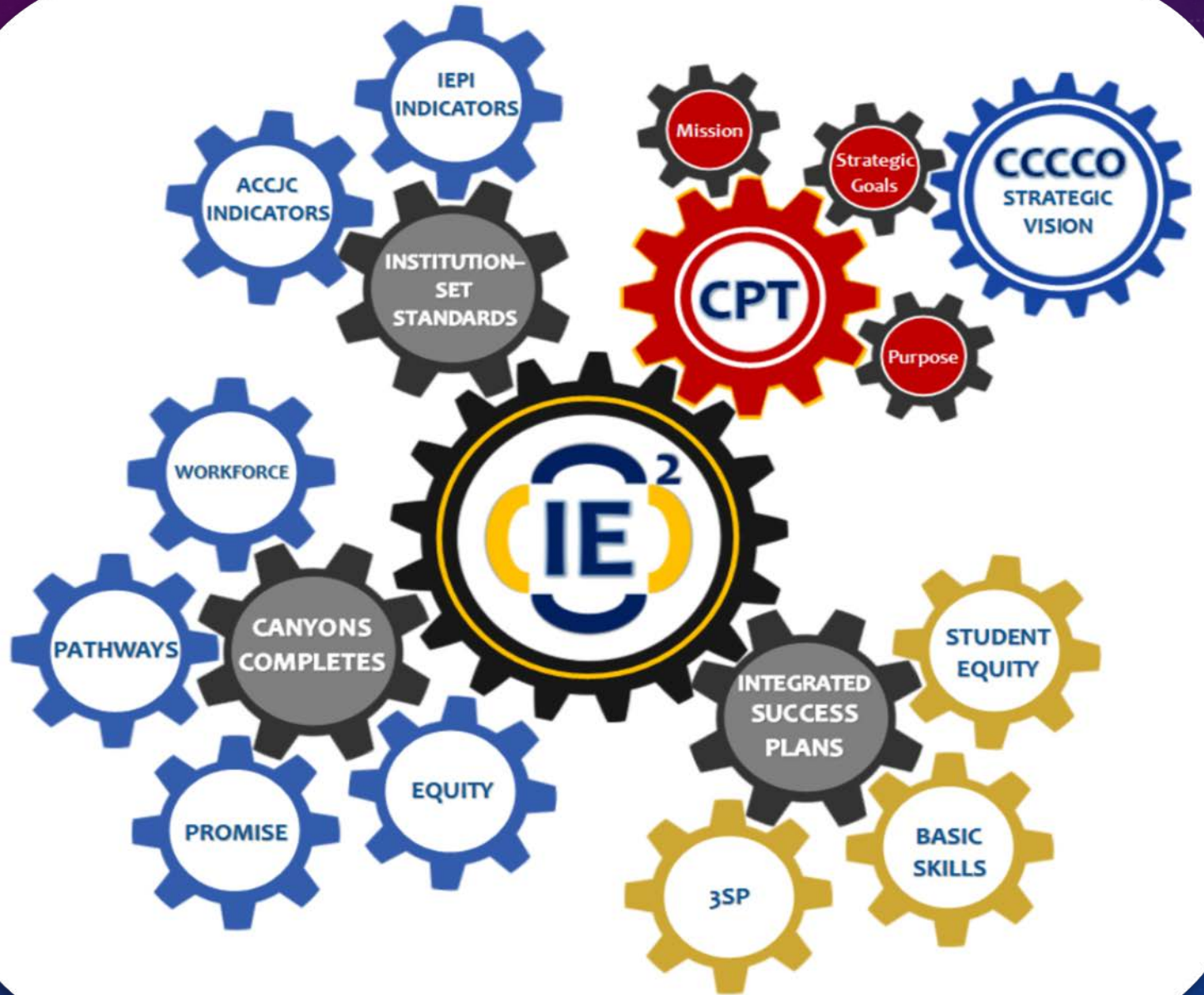
Piloted in 2015, more than 88 faculty, staff, and students were involved in just this last year, alone, in (IE)² meetings and workgroups on seven areas of focus to impact student completion.





A SCHEMATIC FOR STUDENT SUCCESS

As a sub-committee of the College Planning Team (CPT), the Institutional Effectiveness & Inclusive Excellence Committee (IE)² provides a forum for coordination of student success activities around common data and institution-set standards.





“CANYONS COMPLETES” WORKPLAN

“(IE)²’s Canyons Completes initiative is designed to facilitate positive movement towards completion of degrees, certificates, and skills building courses for students through improved programs, processes and services.”

(IE)² reviews student success data and performance indicators in order to identify opportunities to support student success. The three-year Canyons Completes workplan will identify strategies to meet or exceed performance set standards, with activities particularly targeted toward completion.

**Implement
Peer
Check-ins**

**Re-Engineer
Early Alert**

**Increase
Career
Exploration**

**Develop and
Expand
Guided
Pathways**

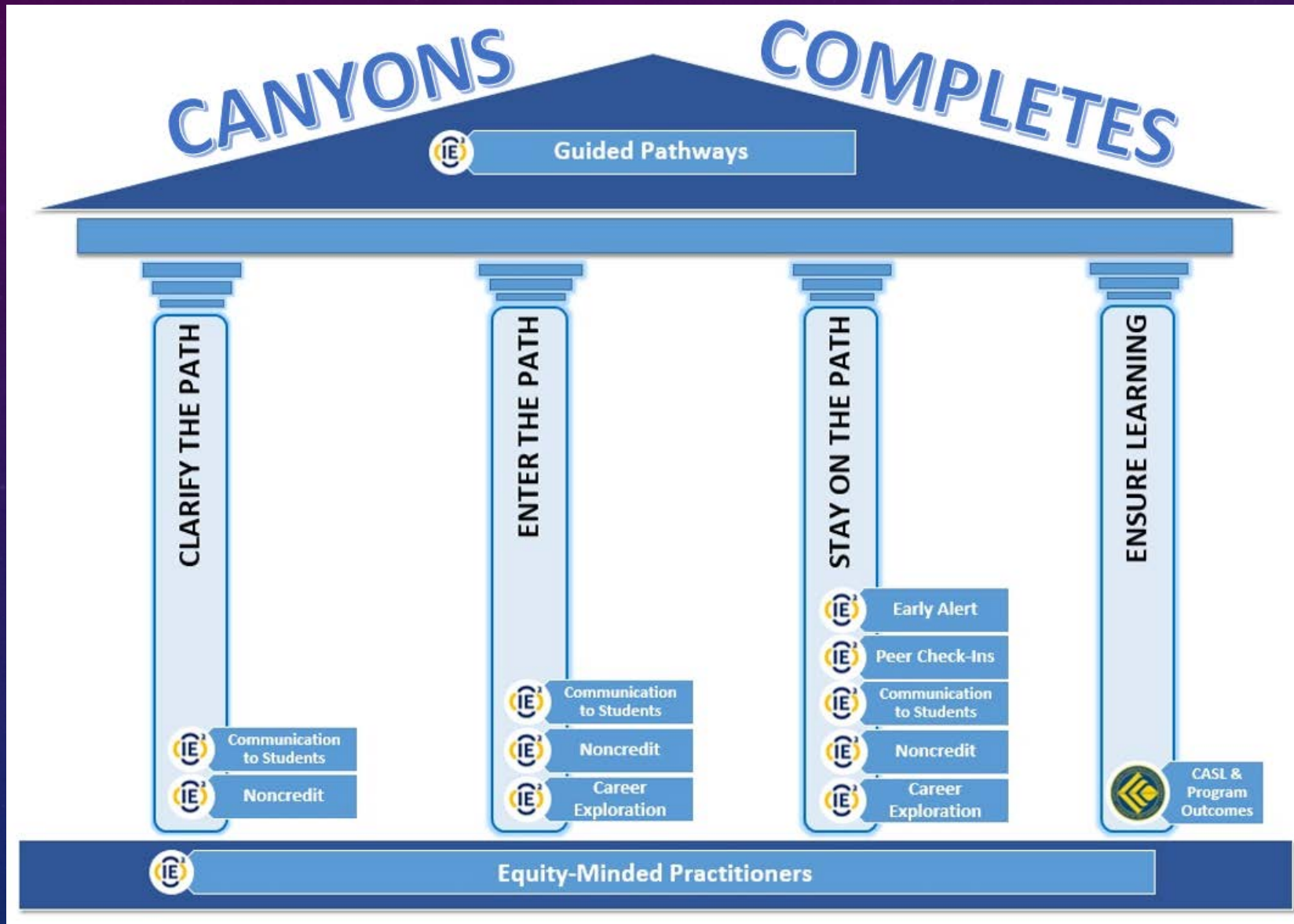
**Develop
Equity-Minded
Practitioners**

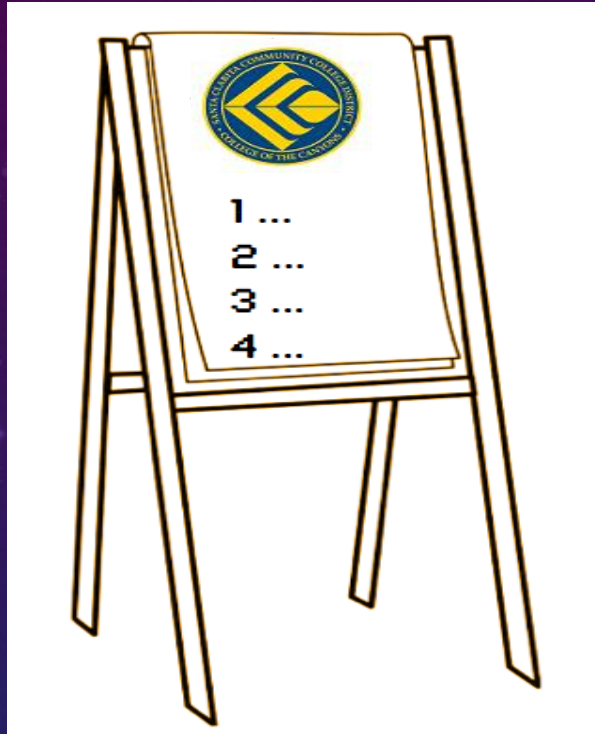
**Enhance
Noncredit
Program**

**Improve
Communication to
Students**



EVOLUTION OF STUDENT SUCCESS PLANNING/WORK



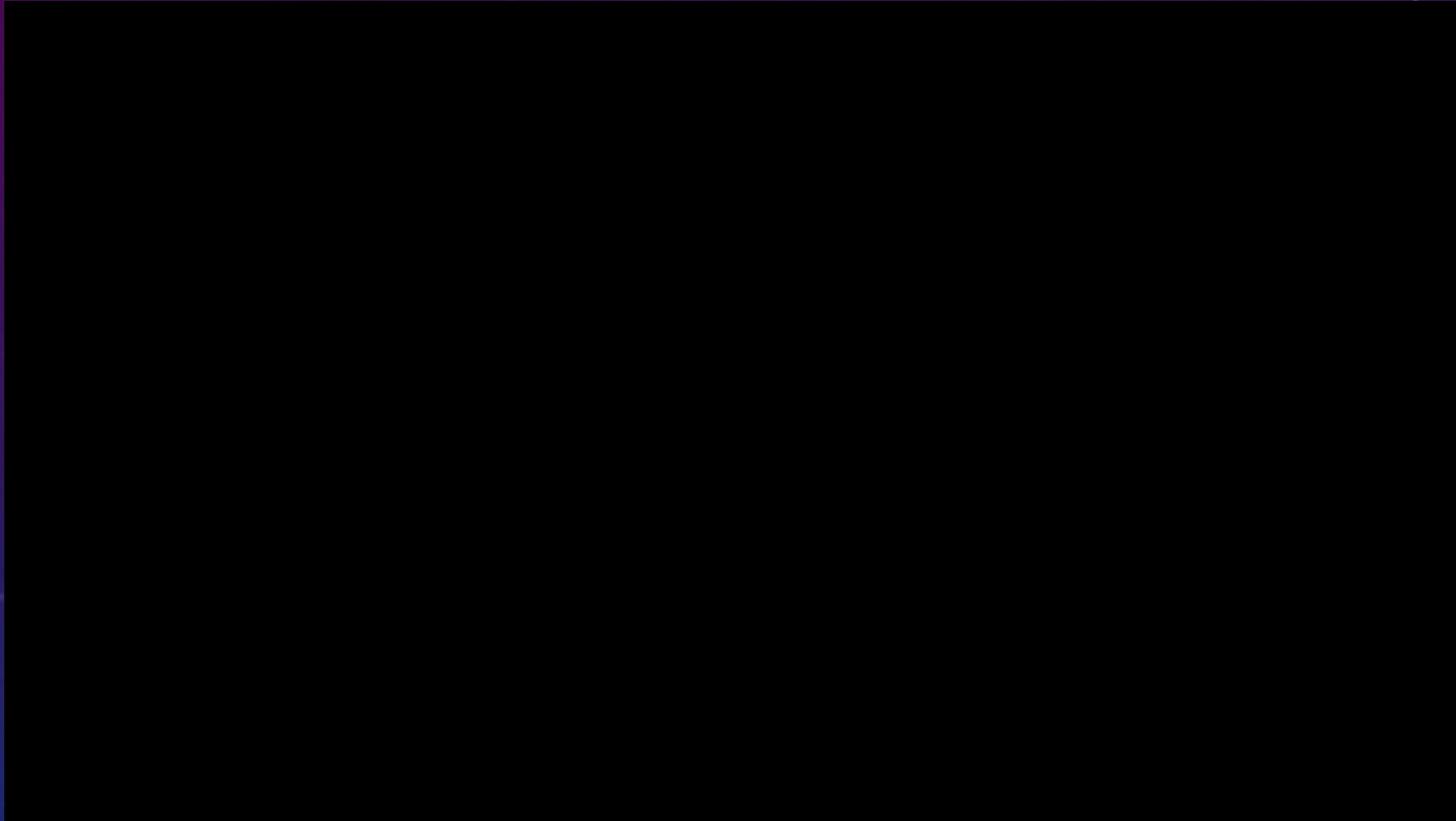


GET INVOLVED!

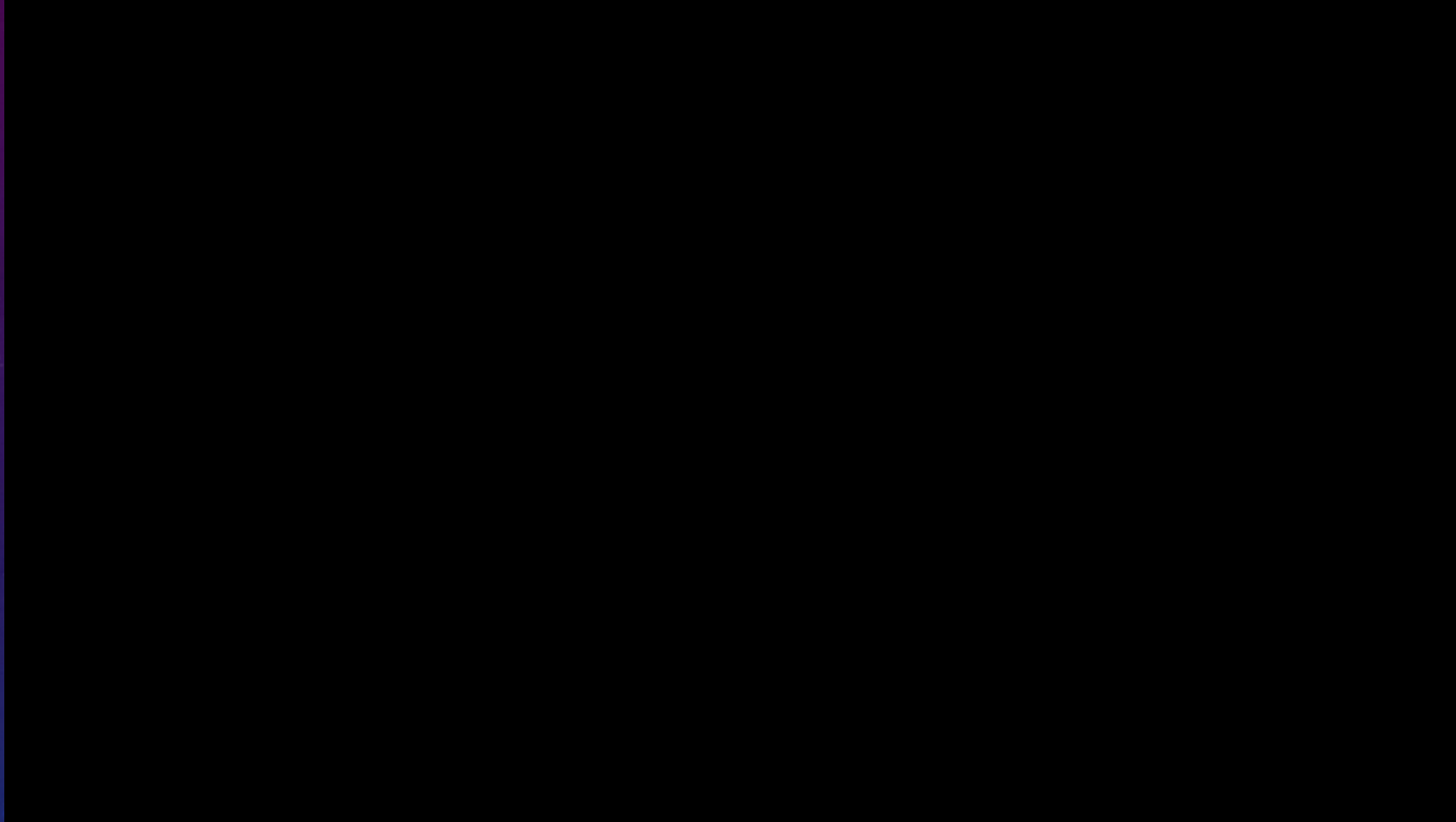
- Participate in (IE)2 meetings
- Sign-up to join a Canyons Completes workgroup
- Examine student success data
- Contact IRPIE with your questions/comments
- www.canyons.edu/ie2

PATHWAYS & INNOVATION

PATHWAYS VIDEO



PATHWAYS AND THE ECONOMY



COC EXAMPLES OF PATHWAYS WORK



COLLEGE OF THE CANYONS EXAMPLES

Department Pathways Examples

- **Mathematics:** Joe Gerda
- **Student Leaders:** Tabitha Kumar and ASG colleagues



Success at College of the Canyons is...

Connected

canyons.edu/skills4success

"I've been able to be open and real in my learning environments here because of my professors. The sports programs have provided me with friendships that will last a lifetime and connected me with new people on campus. My classes have encouraged my ability, making me feel confident and welcome to the COC family."

Micaeah Ramos

S42 SKILLS-SUCCESS

COLLEGE OF THE CANYONS

Created by students from graphic and multimedia design

The image is a promotional graphic for College of the Canyons. It features a central photograph of a smiling young woman, Micaeah Ramos, with long dark hair, wearing a dark zip-up top. The background is white with large, stylized purple and blue geometric shapes. The text "Success at College of the Canyons is..." is at the top left, and "Connected" is in a large font on the right. A quote from Micaeah Ramos is on the right side. The website "canyons.edu/skills4success" is on the left. Logos for "S42 SKILLS-SUCCESS" and "COLLEGE OF THE CANYONS" are at the bottom. A small note at the bottom right says "Created by students from graphic and multimedia design".

By sharing what is working, what we have learned, identifying possibilities, and discussing hopes/fears we can keep the momentum going!

OPPORTUNITIES AHEAD

AN ONGOING IMPERATIVE

- Developing the pathway and getting the barriers out of the way for students is not a one-time deal, but ongoing!
- Pathways work is iterative, and requires continual reassessment, examination, and refinement.
- As a college, we need to ensure that the “trail still works” for our students!



CHANGE-MAKING

- We are at a pivotal and strategic moment in time to innovate and shape the changes ahead that will best serve our students, our college, and our community and set the stage for what we do for years ahead.
- There has never been a better time to ask the difficult questions, to strategize about that which has never been done before while scaling up to do even more of what we already do that matters most for our students' success.

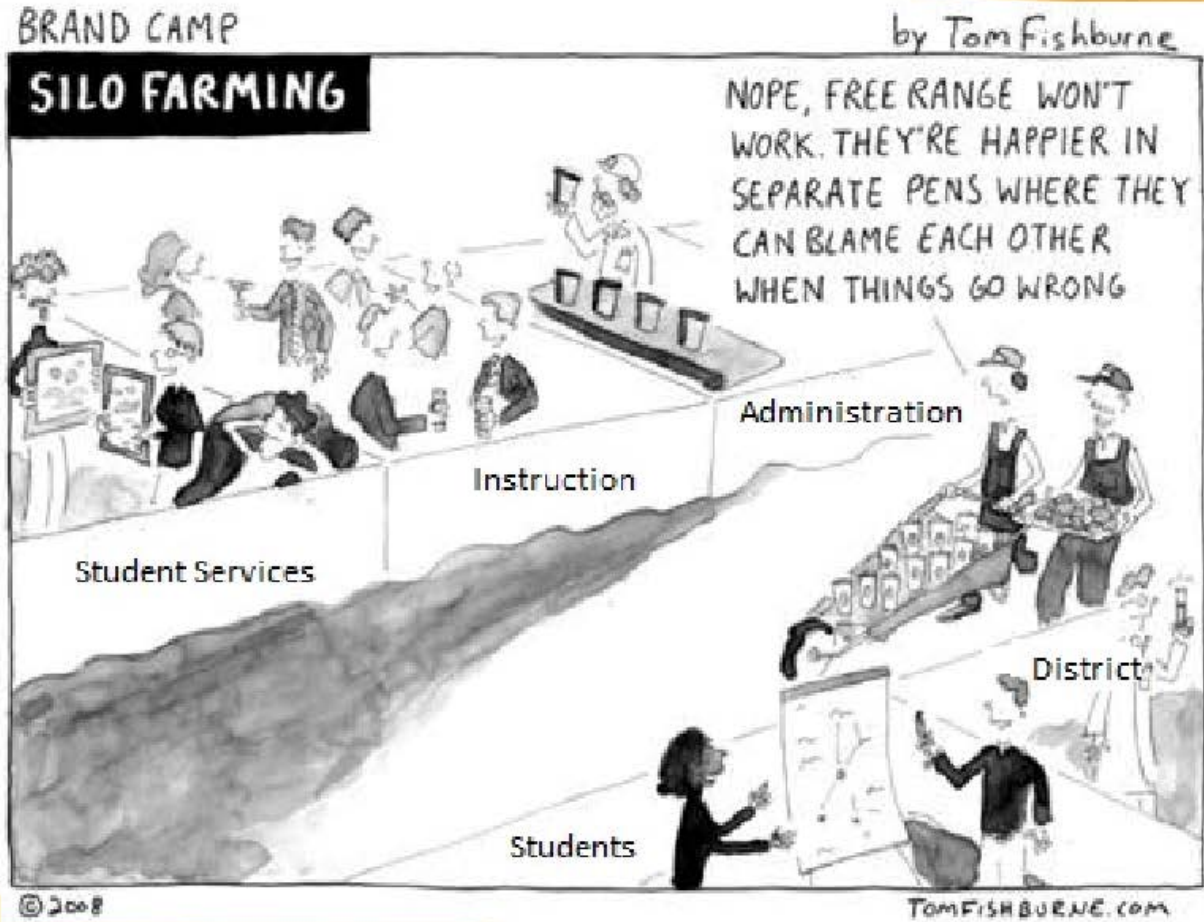
“When in doubt, choose change.”
-Lily Leung



Developing the pathway and getting the barriers out of the way for students is not a one-time deal, but ongoing!

COLLABORATION AND NETWORKING

IT'S ALL ABOUT COLLABORATION...



- The CCCCO has acknowledged the need to break away from functional silos at the colleges and within the state Chancellor's Office in order to maximize student success efforts!

Cartoon slide shared at CCCCO student success integration workshop, April 28, 2017



IT'S ALL ABOUT COLLABORATION...



News from the CA Chancellor's Office

- Intends to build on the collaborative power of models such as the “Central Valley Consortium”
 - Regular coordination meetings between CCC, CSU, and UC colleagues as they coordinate pathways between districts
- The CCCCO is developing a new technical assistance model for the central valley, and then intends to expand it to other regions.
- **[LINK TO LAURA HOPE PRESENTATION](#)**

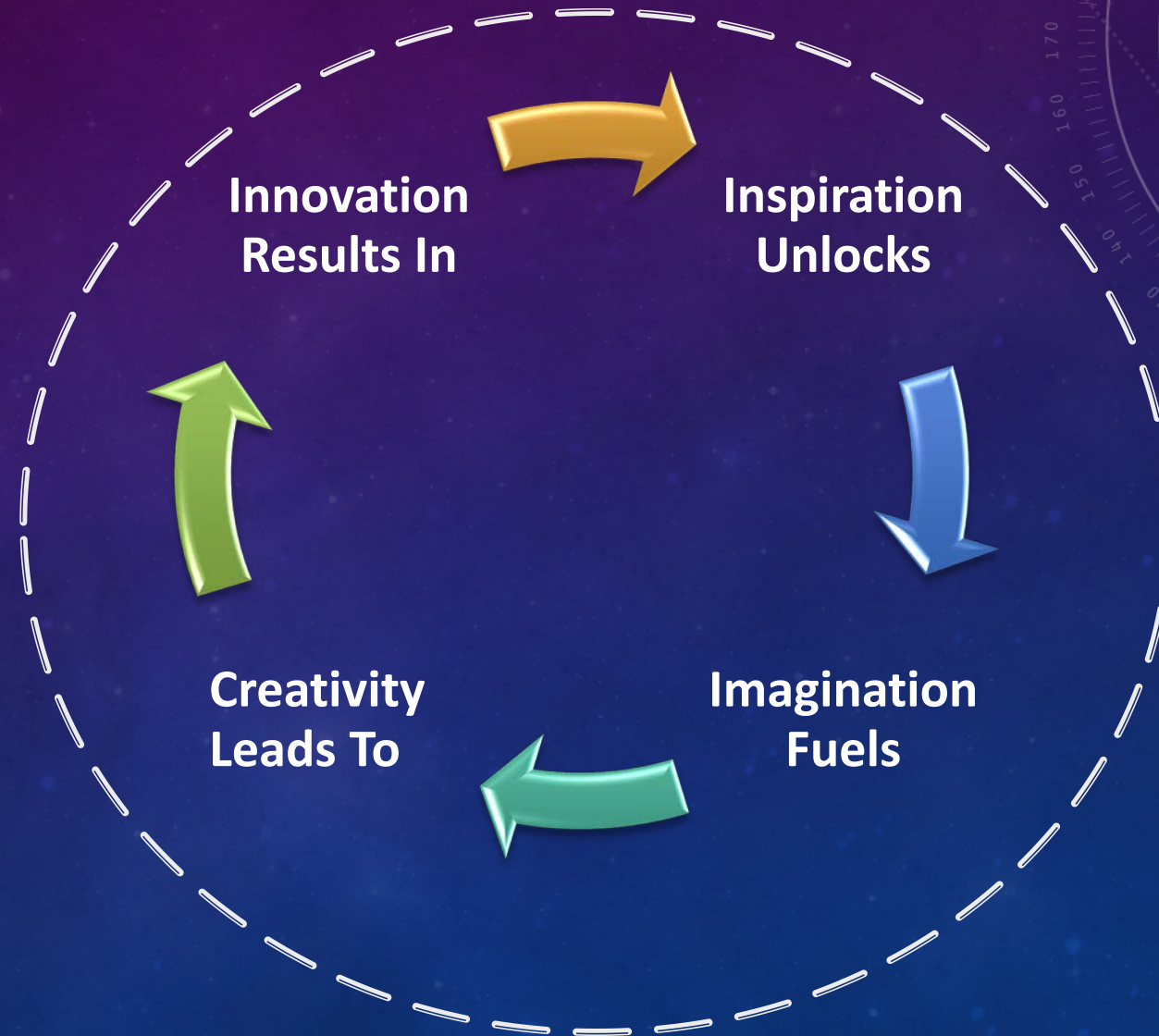
IT'S ALL ABOUT COLLABORATION...

- Incredible goals are accomplished when people:
 - Work together, collaboratively;
 - Are flexible in their thinking;
 - Apply all of their abilities – no holding back!
 - Look for partners with similar goals either on campus or in the community; and
 - Accept that the first plan isn't always the *final* plan.



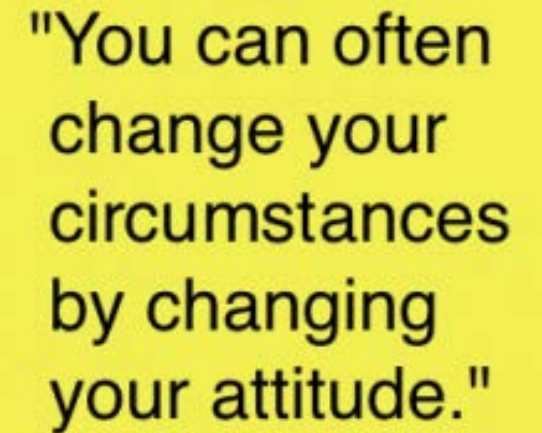
AND AS THE PROCESS UNFOLDS...

We become
mindful of
innovations
and just how
we will “make
it happen”



HOW DOES A POSITIVE ATTITUDE RELATE TO SHAPING CHANGE?

- A positive attitude is a prerequisite for meaningful change.
- As you embark on your journey to shaping change, a positive attitude will help lead to success.
- As opportunities to shape change come your way, you learn to recognize and welcome them.
 - You look for solutions, instead of dwelling on problems.
 - You believe in yourself and your abilities.
 - You encounter obstacles and do not give up.
 - You expect success, not failure.



"You can often change your circumstances by changing your attitude."

~ Eleanor Roosevelt

PATHWAYS = COLLABORATION

- It takes collaboration for a freeway to run successfully.
- There are many on ramps, roundabouts, and roadblocks that we must navigate in order to successfully reach our destinations.
- Collaboration is key to allowing traffic to flow smoothly, just as it was intended.
- The same goes for Pathways. COC is making college accessible to anyone whose desire is to obtain a higher education.



HOW DO WE COLLABORATE? WE PLAN AND WE DO!

- Planning Ahead creates capacity for growth and sharpens our competitive edge.
- When plans are formulated ahead of time, they help to: execute projects, reach goals, and fulfill visions.



YOUR ROLE

What's ahead with pathways and how do you connect with this work?

- Who makes great things happen for our students? YOU do! You are on the frontlines every day, working to remove barriers for our students that clear the pathway for them to achieve their educational goals. YOU make a difference in our students' lives.
- As a dedicated campus leader in your area of expertise, YOU are an essential part of our collaborative and innovative institution. You help us to anticipate, to plan, to navigate around obstacles, and to drive change and pursue it with enthusiasm.

Discussion:

- How to Engage and What is Needed to Get There?
- How to Learn More?
- What's In It For Me?
- Understanding Where We Are?
- How to Overcome Fears
- How to Own the Impact of What We Do (and Don't Do)
- What Can and Will You Do and When?





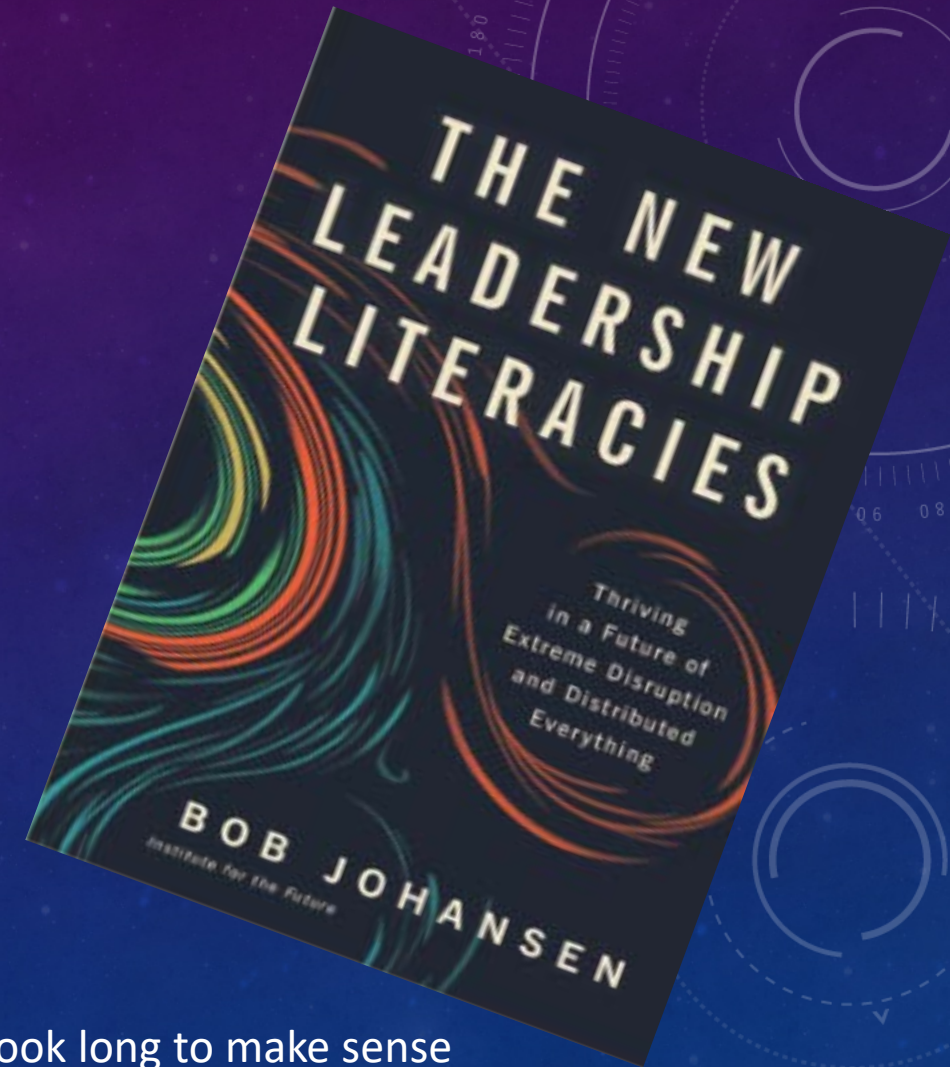
**WE HAVE AN OPPORTUNITY TO SHAPE
CHANGE...IF WE PAY ATTENTION!**

FUTURE-READY

As we prepare to thrive going forward, we must:

- Challenge long-held systems,
- Make most of the constantly changing and evolving future, and
- Get ready for a future of collaboration, where the best leaders will develop foresight!
- Be clear, not certain!

Leaders will need to be very clear where they are going, but very flexible about how they get there.



“Long-term forecasting is easier than short-term – Leaders will have to look long to make sense of the VUCA (Volatile, Uncertain, Complex and Ambiguous) world.”

~Bob Johansen, The New Leadership Literacies

VUCA

VOLATILITY

Equity, bond and currency market volatility; the lack of stability and predictability

**Inspires
VISION**

UNCERTAINTY

The potential change in the inflation index calculation, the potential switch to “smoothing” for pension funds calculating their recovery plan; the lack of ability to foresee what major changes might come.

**Inspires
UNDERSTANDING**

COMPLEXITY

In understanding these financial markets in the era of the “new normal”. The proliferation and increasing complexity of new financial instruments and regulation to deal with increasingly complex markets, moving in ways experts have never seen before.

**Inspires
CLARITY**

AMBIGUITY

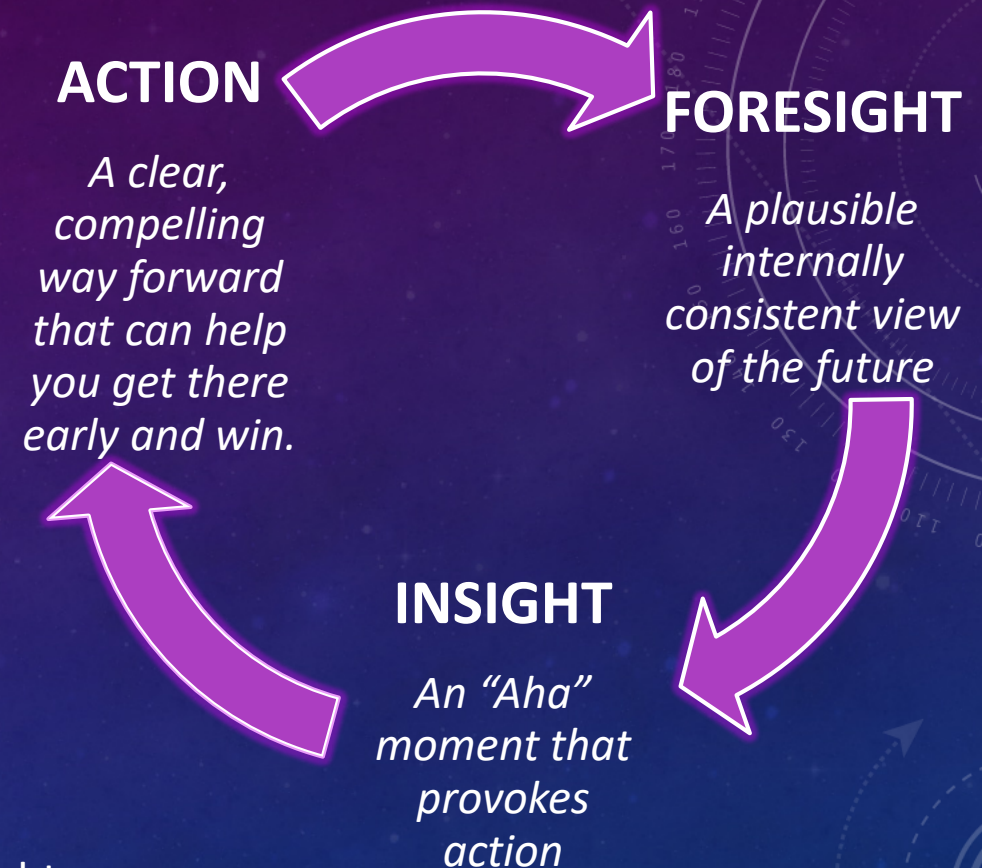
The resulting feeling. Is this the great rotation from bonds to equities? Or will bond yields stay low for longer? What is the best course of action?

**Inspires
AGILITY**

FUTURE THINKING = FLEXIBILITY!

Incredible goals are accomplished when people:

- Are flexible in their thinking
- Work together, collaboratively
- Apply all of their abilities – no holding back
- Look for partners with similar goals either on campus or in the community
- Accept that the first plan isn't always the *final* plan.



Hindsight:

- Your stories about the past, the present, and the future
- Hindsight should provide context but not hold you back

Adapted from: Johansen, B. (2017). The new leadership literacies: thriving in a future of extreme disruption and distributed everything. Oakland, CA: Berrett Koehler Inc.

Five Rules for Futures Thinking



As visionary leaders, we are working to remove barriers to better serve students!

QUESTIONS / COMMENTS?

THANK YOU



THE PATHS AHEAD ARE
FULL OF OPPORTUNITIES AND
THEY ARE ALL OF OUR RESPONSIBILITIES!