



Getting to the Next Phase in Student Success, pt. III

Elevating Committee and Task Force Effectiveness

Community College Executive Forum

Turning to Us in Times of Change and Need

Community Colleges on the Presidential Agenda since Their Founding

President Obama Puts CCs at the Top of His Agenda



C&G NEWS

"For millions of Americans, community colleges are **essential** pathways to the middle class...We want young people to graduate with **real-world training**... and we want older workers to get retrained so they can compete..."

- Barack Obama, President

Addressing Familiar Themes

- **Access and success:** Announcing America's College Promise
- **Economic opportunity:** Promoting new workforce investment funds
- **Job training:** Debuting national apprenticeship programming

President Johnson's CC Addresses Continue to Resonate



VIRTUAL AMERICA

"You are becoming a part of the **revolution in American education**, a revolution of quality as well as quantity. More Americans are receiving more education today than ever before in our history... Columbia [State Community College]... will be **a school for all people**..."

- Lyndon B Johnson, President

Just as Relevant Today

- **Economic opportunity:** Emphasizing the value of expanding college-going rates
- **Access and success:** Balancing access and success, just like 2016

Source: Obama, B. "Remarks by the President on America's College Promise," The White House Office of the Press Secretary; Lyndon B. Johnson: "Remarks in Columbia, Tenn., at the Dedication of Columbia State Community College," March 15, 1967. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=28136>; EAB interviews and analysis/

At the Center of Key Moments in History

Community Colleges Meet National Demands Since Inception



TRUMAN LIBRARY

1947: Educating a Post-War Society

Truman Commission recommends creation of network of public community colleges after passage of the G.I. Bill



BRONX CHRONICLE

1972: Expanding Access and Opportunity

Higher Education Act changes make cost of college widely affordable for all students through the Pell Grant and other aid programs



DELGADO COMMUNITY COLLEGE

2007: Supporting Students through the Downturn

The Great Recession generates massive enrollment from displaced workers seeking new skills and opportunities



"The name used does not matter, though community college seems to describe these schools best: the important thing is that the services they perform be recognized and vastly extended...Community colleges probably will have to carry a large part of the responsibility for expanding opportunities in higher education."

Truman Commission Report

Source: Trainer, S., "How Community Colleges Changed the Whole Idea of Education in America," Time, October 20, 2015; "Significant Events," American Association of Community Colleges, <http://www.aacc.nche.edu/AboutCC/history/Pages/significantevents.aspx>; The President's Commission: Higher Education for Democracy 1947, <http://coursedes.education.illinois.edu/eol474/sp98/truman.html>; "The History of Open Admissions and Remedial Education at the City University of New York," <http://www.nyc.gov/html/records/rwg/cuny/pdf/history.pdf>; EAB Interviews and analysis.



Under Growing Pressure and in the Spotlight

Leaders Embrace the Challenge, but It's Harder than Ever

Increasingly Risky Demographics

▶ *First-Generation*

36%

First in their families to attend college

▶ *Low-Income*

72%

Apply for financial aid to cover college expenses

▶ *Employed*

74%

Work at least part-time while taking college classes

Employers Demanding Job-Ready Graduates

"Unfortunately, American companies don't seem to do training anymore... we know that apprenticeship programs have largely disappeared, along with management-training programs. The amount of training that the average new hire gets in the first year or so could be measured in hours and counted on the fingers of one hand."

Peter Cappelli

The Wall Street Journal

Mounting External Pressure

↓ **9.2%**

Decrease in state funding per student, 2007-2012

The New York Times

The Promise and Failure of Community Colleges

Community colleges are both engines of opportunity but also struggling institutions with questionable outcomes

THE WALL STREET JOURNAL

Obama's Dead-End Community College Plan

Free community college plans don't recognize that many companies want students to have more than an AA

Source: "Matter of Degrees: Promising Practices for Community College Student Success," CCSSE, 2012; "Community College Fast Facts," AACCC, 2015; Trends in College Pricing 2014; Snyder, M., "Driving Better Outcomes: Typology and Principles to Inform Outcomes-Based Funding Models," HCM Strategists, 2015; Cappelli, P., "Why Companies Aren't Getting the Employees They Need," *The Wall Street Journal*, October 24, 2011; EAB interviews and analysis.

Pressure to Improve on Multiple Fronts

Acknowledging Your Many Missions, but Focusing Today's Discussion



Completion

Student completes a credential
(e.g., diploma, certificate, or
degree) at the community colleges



Workforce Development

Student finds gainful employment and
positively contributes to local economy



Transfer

Student successfully transfers to a
four-year institution

Remembering to Celebrate Our Successes

Three Cases of Extraordinary Results



CUNY ASAP

40%

3-year graduation rate for developmental students, almost doubles control group outcomes

\$14,000

High extra cost per student

- Requires substantial up-front financial commitment
- Initiative originally funded by \$35M city grant



Guttman Community College

24%

Percent higher 3-year graduation rate than CUNY average in 2012

Est. 2011

Clean slate

- Established 5 years ago
- No institutionalized barriers or inertia
- Opportunity to design ideal community college



Lake Area Technical Institute

76%

3-year graduation rate, highest community college success rate in nation

1:11

Low faculty to student ratio

"When a student fails to show up for class, she can be sure she'll get a phone call from her instructor."

- Joshua Wyner

A Tale of Two Research Conversations

Existence of Best Practices Does Not Equal Effectiveness

Institution A

- ✓ Mandatory orientation
- ✓ Student success course
- ✓ Shared-split advising model
- ✓ Learning communities
- ✓ Intensive coaching for underperforming students
- ✓ Accelerated remediation

”

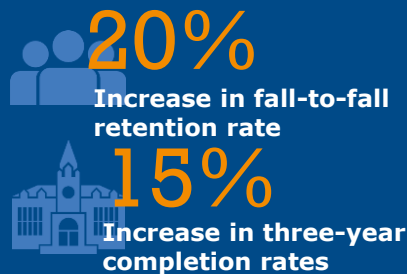
Lots of Effort, Minimal Gains

“Each pilot has worked fairly well, but we haven’t seen our retention and completion rates rise. Did some of the research misstate the benefits of these programs?”

*President,
Large Community College
West Coast*

Institution B

- ✓ Mandatory orientation
- ✓ Student success course
- ✓ Shared-split advising model
- ✓ Learning communities
- ✓ Intensive coaching for underperforming students
- ✓ Accelerated remediation



Despite Effort and Reform, Scale Remains Elusive

Initial Programs Focus on Student Services and Rely Heavily on Innovators

Most Interventions in Student Services



No Shortage of Reforms

- New orientation programs
- Innovative advising models
- Cohort programs for special student populations
- Intensive coaching for underperforming students

~75%

Of first-cohort Achieving the Dream reforms focused on student services or instructional support

10%

Percent of target student population reached by half of Achieving the Dream first-cohort reforms

Faculty Reforms Fail to Reach Scale



Proven Innovations in the Classroom and Curriculum

- Collaborative Learning Pedagogy
- Guided Pathways
- "Fifteen-to-Finish" Campaigns
- Predictive Academic Analytics
- Multi-Term Registration



Administrator-driven reforms



Majority of faculty don't know their role



New technologies and services implemented



Initiative design not faculty friendly



Pilots launch from project-based teams



Task force structure and process inhibits scaling

Source: Bailey, T., Jaggars, S. S., Jenkins, D., *Redesigning America's Community Colleges*, Cambridge, MA: Harvard University Press, 2015; EAB interviews and analysis.



Desired Changes Unclear at the Front Line

Even Well-Meaning Faculty Unsure of Their Role in the Completion Agenda

Underestimating the Challenge

“I completely underestimated where we were as an organization. I figured that long-term professionals in higher education would understand basic things about student success. We had to go back to the fundamentals to get faculty and staff on board with some of the reforms we wanted to make.”

*Vice President for Student Success,
Large Community College
Mid-Atlantic United States*

Showing Impact at Every Level

“It was a long process to change the culture from ‘Right to Fail.’ And I wanted to change the culture to ‘Did I do everything I possibly could for the student?’ This is my role as President to individually show to each employee what our culture is and how they fit into it.”

*President, Mid-Size Community College
Northeast United States*

Barriers to Faculty Change



Faculty unsure of what they should specifically do to improve success



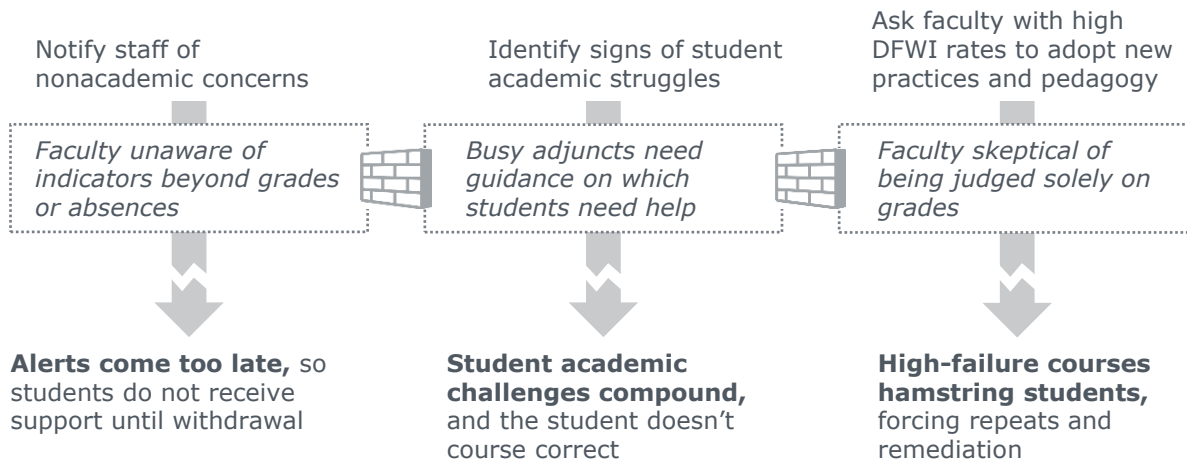
Uncertainty about how to measure progress



Lack of information about how to intervene

Barriers to Faculty-Driven Intervention

Lack of Awareness, Limited Bandwidth, and Evaluation Worries



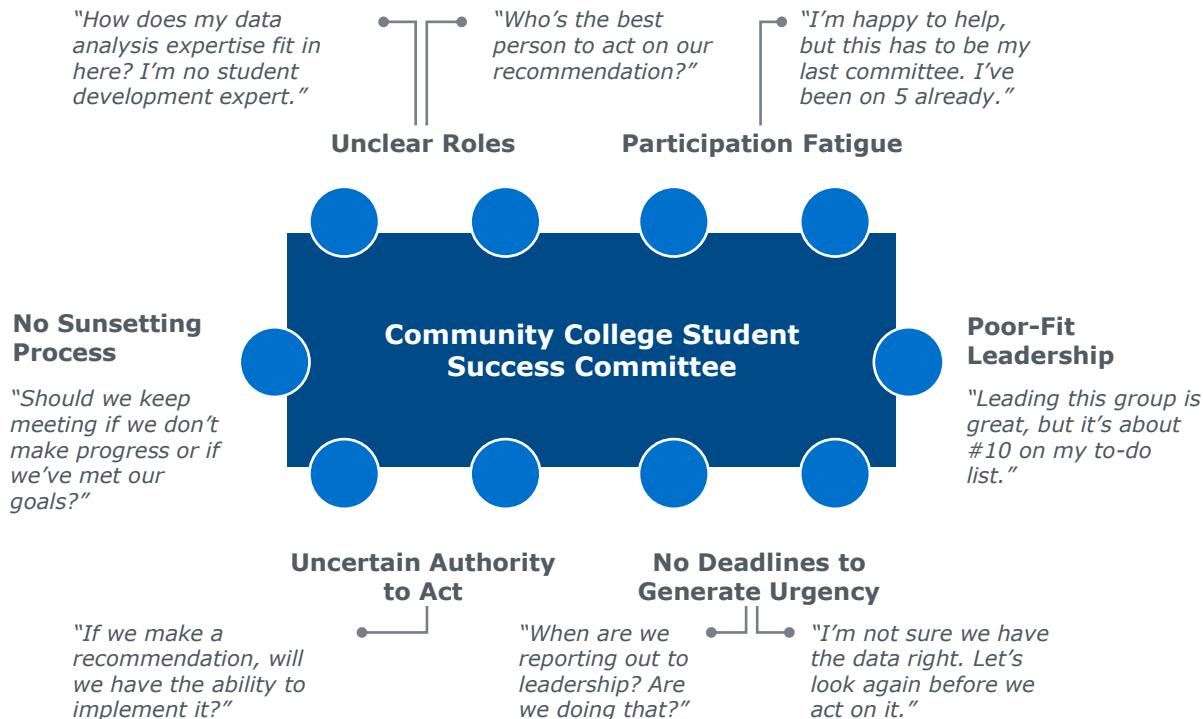
Not My Job

"Faculty would say, 'well, this isn't included in my job description...' and we would have to sit them down and explain that their real job is to do whatever it takes to assist the student throughout their academic life. Their job is to support students in the best way they can."

*Vice President, Student Services
Southeastern Community College*

Collective Action Mechanisms Fail to Meet Goals

Current Approach Lacks Urgency and Results-Based Orientation

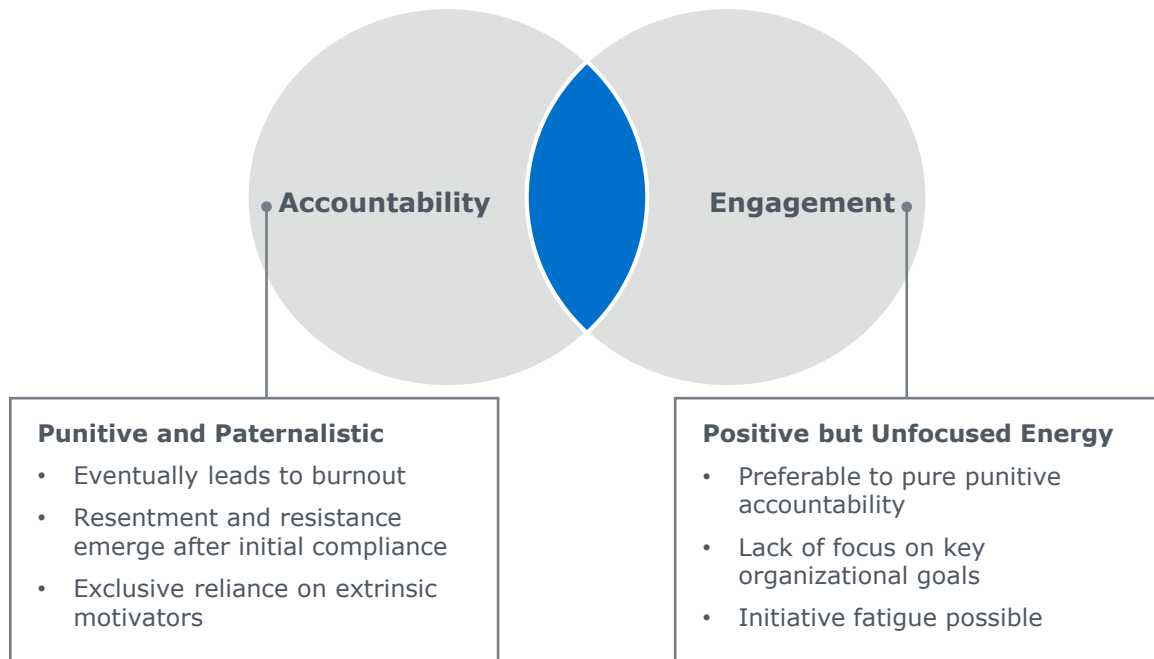


Today's Challenge



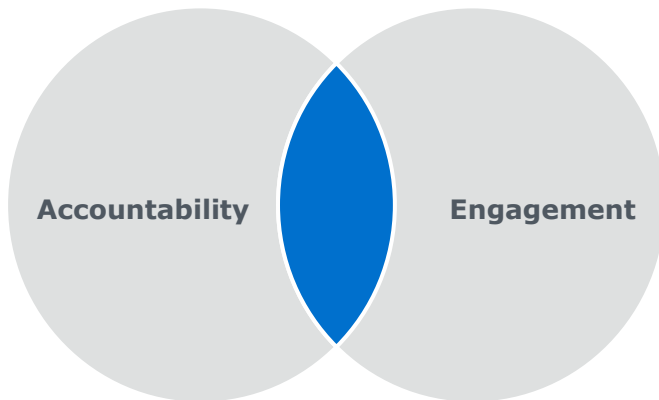
Moving the Organization to a Balance of Accountability and Engagement

Connecting Two Key Elements of Faculty Change Management



Charting a Path to Institutional Change

Striking a Balance Between Accountability and Engagement



Roadmap for Our Discussion:

- 1 Making Strategic Goals Meaningful for Departments and Faculty**
- 2 Increasing Individual Faculty Participation in Mitigating Student Risk**
- 3 Elevating Committee and Task Force Effectiveness**

1

Making Strategic Goals Meaningful for Departments and Faculty

2

Increasing Individual Faculty Participation in Mitigating Student Risk

3

Elevating Committee and Task Force Effectiveness

Looking Beyond the Usual Suspects

Building Broad Consensus to Change Is Even Harder in Higher Education

“Every organization has its ‘glue people,’ the ones who... are assigned to every task force or initiative because they are respected and trusted... If any of this sounds familiar, take a step back and think about how to expand your talent pool to get the actual results you want... Most organizations have ambitious agendas that are limited by the availability of key people... thinking outside the roster of ‘usual suspects’ can help you distribute responsibilities in a more even, efficient way.”

*Ron Ashkenas
Harvard Business Review*

“I think change management is a huge issue. Understanding how to move an institution, not through your typical committee structure...but **understanding how to get everybody on board with urgency, to understand that things need to move.** Understanding how to build strategic plans and implementation plans with deadlines, staying on top of that, and, frankly, measuring your success against a few defined goals are incredibly important characteristics that a leader needs today, that frankly, in the past weren't as important as some other things.”

*Josh Wyner
Aspen Institute*

Two Pathways to Suboptimal Engagement



Come One, Come All



Unstructured Volunteerism Diffuses Energy and Effort

- Initiatives depend on same energized individuals to step up
- Self-motivated volunteers become fatigued
- Limited reach fails to capitalize on skepticism and expertise of faculty

Reliance on Usual Suspects



Innovator-Dependent Approach Diminishes Impact

- Perception of top-down initiatives reduces broad-based buy-in
- Limits the creative potential of larger community's ideas, passions, and skills
- Participation limited to early adopters

What Prevents Majority from Volunteering?

► Unsure of Time Commitment

Faculty with already heavy workload are unclear of the length and intensity of commitment

► Overshadowed by Negative Voices

Venues to discuss new initiatives can often become a battle between innovators and resistant faculty

► Unclear How to Contribute

Faculty without general interest in student success cannot envision potential contribution

► Perception that Skepticism is Unwelcome

Lack of space for constructive criticism deters well-meaning personnel



Flaws within Traditional Decision Making Bodies



Familiar Approach Lacks Urgency and Defined Process

Standing Committees

- **Lots of Discussion, Minimal Action and Results**

- Unclear roles prevent all members from acting
- Vague process for making recommendations slows progress
- Talents and expertise of group members not tapped

Project-Based Teams

- **Initiative Overload Occurs without Checks**

- Enthusiastic campus constituents launch projects without alignment with institutional goals
- Leaders grow frustrated with lack of focus among team and faculty

- **Teams Lack Urgency and Accountability**

- Analytical culture of higher education leads to constant reevaluation
- Campus leadership loses track of initiatives without reporting

Present but Inactive

“In the past, too many of our standing teams talked a lot but had nothing to show for it.”

*VP for Planning, Mid-Size
Community College
Midwest*

Moratorium on Initiatives

“I told my team, ‘No more projects this year!’ We needed to make progress on the ones we had before we jumped into something new again.”

*President, Large Community College
Southeast*

Maximizing Team Effectiveness



Three Thorough Decision Making Structures



Role-Based Student Success Team

- 1 Overview:** Overarching, campus-wide student success committee with role-based sub-teams
- 2 Process:** Ideas from subteams roll up to high-level team for ultimate approval or rejection
- 3 Membership:** Overarching committee shares members with subteams

✓ **Critical detail:** Ideas from subteams roll up to high-level team for ultimate approval or rejection



Skill- and Expertise-Based Calls to Action

- 1 Overview:** Retention Action Teams (RATs) are Southwestern's task forces responsible for solving student success challenges
- 2 Process:** RATs intend to have a plan within 3 to 6 months but no longer than 3 years
- 3 Membership:** Campus-wide recruitment from faculty and staff

✓ **Critical detail:** Executive VP sends recruitment emails specifying skills and types of members needed for volunteer opportunities



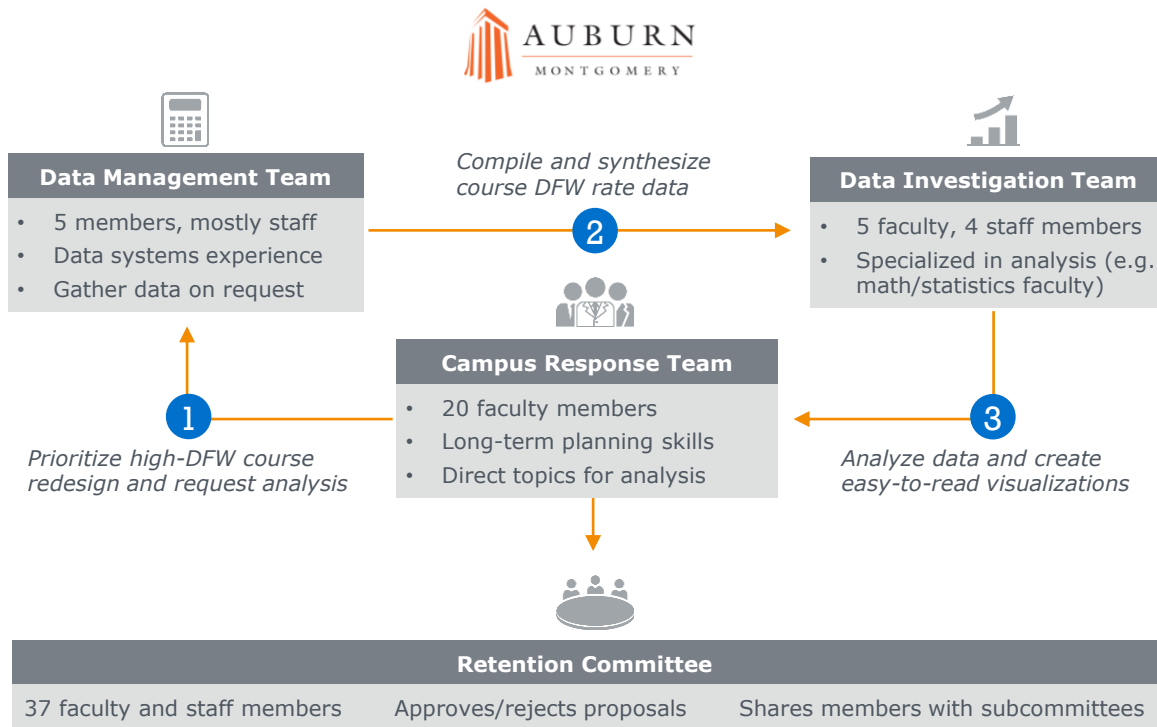
Initiative Management Framework

- 1 Overview:** GRCC manages initiatives through strict launch, monitoring, and closure system
- 2 Process:** New projects must submit goals, reporting timeline, and intended outcomes before starting
- 3 Membership:** Campus-wide membership of faculty and staff

✓ **Critical detail:** College Action Project leaders chosen by Dean's Council and formally evaluated on performance

Matching Talent and Task

Strategically Deployed Faculty Members Accelerate Campus Consensus



Frame Invitations around Interest and Expertise

Southwestern CC Retention Action Teams Broaden Campus Engagement

Invitation from Provost to Join RAT Emphasizes:



Skills



Data Analysis Team:

Volunteers should have a background in data analysis and a willingness to think critically about current outcomes data

Experience



Policy Review Team:

Volunteers should be well versed in current policies that impede student success or have experience creating academic policy

Interests



Minority Male Team:

Volunteers must be passionate about improving educational opportunities for minority male students

29%

Increase in student retention since 2011

8.7%

Increase in students earning 12 credits per year

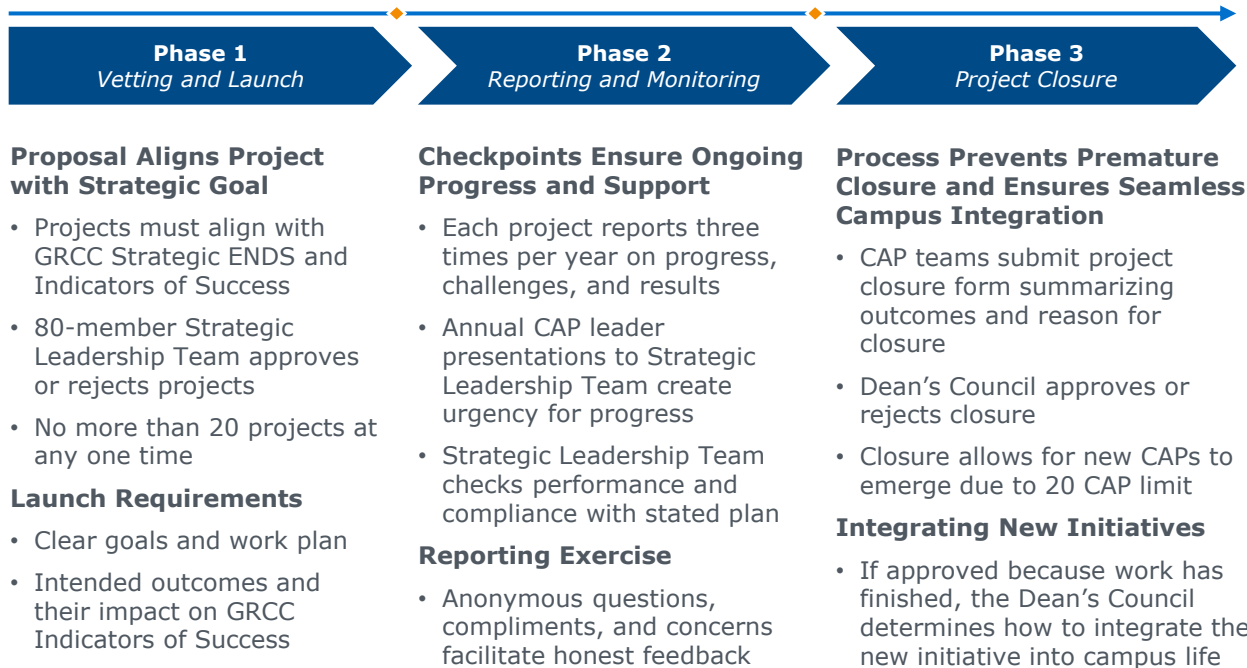


Majority of Retention Action Team receive more volunteers than needed

Vet, Monitor, Integrate

GRCC Avoids Initiative Fatigue with Strict Project Management

College Action Project (CAP) Creation and Closure Process



GRCC CAPs Successful Project Adoption

Sunsetting Illustrates Institutionalization of College Action Projects

Sample of Successful CAPs Closed Since 2014



Articulation

*Improving
Articulation &
Transfer to 4 Years*

200%

Increase in articulation agreements since 2010



Now under direction
of Transfer &
Articulation
Coordinator



College Prep

*Map Curriculum
Between High School
and College*

23

Programs of study
assessed and aligned



Integrated into
academic planning
and review process



Success Program

*Developmental
Intervention
Program*

75.5%

Success of students
enrolled in 2013 CSP



Fully institutionalized,
CAP team released
from duties



Partnerships

*Expand and Improve
Quality of High School
Partnerships*

14

New K-12 partnerships
since 2013



Institutionalized as
part of Academic
Outreach Office

Multi-Layered Project Leader Accountability

GRCC Maintains Project Management Momentum with Tiered Supervision

Accountability from Bottom to Top of Organization Promotes Progress



Dean

- Evaluated on performance of CAPs lead by subordinates
- Member of Dean's Council which selects CAP leaders
- Reports to Provost



Associate Dean of Student Success and Retention

- Evaluated on progress made by all CAPs lead by subordinates
- Responsible for checking in on CAP leaders' progress



Faculty Member

- Oversees Academic Advising and Counseling department
- Leads a CAP that can be part of contractually-specified evaluation process



Embedded Accountability

"What happened was that you would half-heartedly do it [the committee work], and when you were questioned on it, you'd say, 'Well, I was doing my other job.' But the fact is that you were asked to play a pivotal role in the strategic plan. We need you to actually play that role. So now we've built this system where the accountability is more built in."

*Donna Kragt
Dean of Institutional Research, GRCC*

Fostering Optimal Campus Engagement

Top Insights from This Section

Recruit Task Force Members Based on Interest, Expertise

Engage faculty with specific requests around their interests, skills, and expertise to move beyond the usual suspects

Intentionally Select Task Force Leaders

Senior leadership bodies should select task force leaders to identify candidates with capacity and to build accountability for the initiatives



Create Multi-Level Accountability for Task Force Leadership

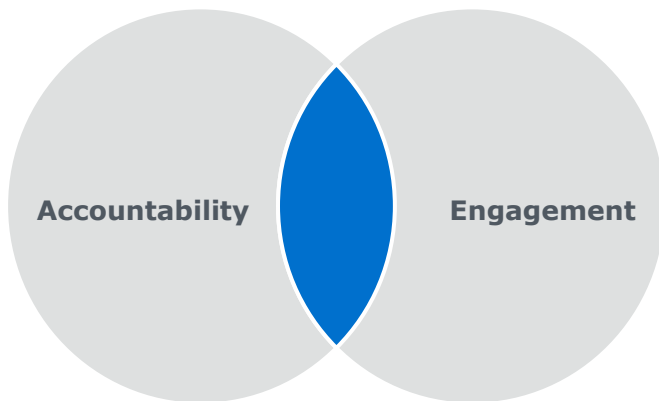
To avoid confusion over how the committees will operate, assign each individual a specific role based on their expertise and interest

Assign Clear Roles for Committee Members

To avoid confusion over how the committees will operate, assign each individual a specific role based on their expertise and interest

Charting a Path to Institutional Change

Striking a Balance Between Accountability and Engagement



Roadmap for Our Discussion:

- 1 Defining Tangible Goals for Departments and Faculty
- 2 Increasing Individual Faculty Participation in Mitigating Student Risk
- 3 Elevating Committee and Task Force Effectiveness

Questions on Today's Material?



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Access Today's and Previous Student Success Webconferences on eab.com

- Making Strategic Goals Meaningful for Departments and Faculty (Sep. 20th)
- Increasing Individual Faculty Participation in Mitigating Student Risk (Oct. 25th)

Getting to the Next Phase of Student Success—Available in Coming Weeks

- Full publication contains all twelve change management best practices
- Includes 11 corresponding tools to facilitate implementation
- Unlimited copies available to members