

HEWLETT

Leaders in Student Success

2009

Leading through Change: Sustaining Basic Skills Advances in Tough Times

A panel of Hewlett Leader college presidents will provide insight into the organizational context that distinguishes proven institutional-level success. Practitioners will then lead *mini-practicums* for increasing capacity for success through approaches that include systematic professional development, collaborative research that prompts improvement, integration across student services/academics, sustaining a climate of success, targeting what different populations need, and scaling up what works.

Systematic Professional Development

How can we provide meaningful professional development to engage faculty in effective pedagogies? How can we make these opportunities systematic and sustainable? We will explore these questions in light of key principles developed through the Foundation Skills Teaching and Learning Community at Mendocino College. Handouts and examples will be provided as well as ample opportunity for discussion of ways in which the key principles may apply to a variety of campuses and situations.

Collaborative Research That Prompts Improvement

College of the Canyons will share their strategy for developing a model for collaborative research that prompts improvement and ensures all projects have an evaluation model. Learn how they were able create this collaborative approach and how you can implement it on your campus. How do you make data-driven decisions to improve student success? What are the decision points? How do you make collaborative research an institutional priority? How do you cultivate a collaborative, research-oriented culture among all stakeholders on campus (e.g., staff, faculty, administrators and students)?

Building and Nurturing a Culture of Student Success

Participants will deal with two critical questions related to embedding student success for all into a college culture: How do you begin to build campus-wide support for efforts to increase the success of all students with basic skills needs? How do you prevent competition for resources and college support among student success programs and initiatives? We will reflect on current efforts and discuss specific goals and strategies to build broad-based college focus on student success. Santa Barbara City College's partnership model will provide insights into strategies that work.

Integration Across Student Services/Academics

The Columbia College Academic Wellness Educators (AWE) Committee included faculty and student services representatives, initiating a culture of integration and collaboration. Learn how the AWE group introduced their holistic approach to skill development and how they brought about a campus wide movement to increase success for all students. Workshop participants will learn how to embed basic skills in all interactions with students from courses to contacts with any student support such as financial aid, health services and/or the student business office. Participants will learn about replicable models including side cars, house calls, on ramps and embedding tutors. The Columbia College representatives will share resources and invite participants to extend their learning in an online course for staff and faculty titled "Embedding Basic Skills throughout Programs and Services."

Discerning and Targeting What Different Populations Need

Meeting students where they're at academically and helping them get where they want to be is particularly challenging with the wide array of student backgrounds, needs, and goals. What strategies facilitate student efforts to get where they want to be? How effective are they? Are they sustainable? Southwestern College will work with you on some successful pathways for various populations including non-English speakers and students with various types of math needs.

The "*Scaling Up*" table will address strategies to build capacity to meet the scale of students' needs. Some considerations include planning research/evaluation, leveraging resources, building support, removing obstacles, and developing facilities. The group will explore the infrastructure necessary to scale up an initiative as either part of a "big bang" or "phased-in" approach. Chaffey College will show that even in a time of shortfall, it isn't too soon to dream of a time of plenty!

Panelists and Practicum Leaders

Mendocino College

Kathy Lehner, Superintendent-
President

Virginia Guleff, Dean of Instruction

Debra Polak, Professor of English,
Co-Chair of Foundation Skills
Teaching & Learning Committee

Chaffey College

Sherrie Guerrero, Vice President of
Instruction

Laura Hope, Interim Dean,
Instructional Support

Columbia College

Joan Smith, President

Melissa Raby, Dean, Student Services

College of the Canyons

Dianne Van Hook, Chancellor

Audrey Green, Associate VP,
Academic Affairs,

Daylene Meuschke, Director of
Institutional Research

Denee Pescarmona, BSI Faculty
Coordinator

Santa Barbara City College

Alice Scharper, Dean of Educational
Programs and Basic Skills

Southwestern College

Kathy Tyner, Dean, School of
Mathematics, Science, and Engineering;
Professor, Biology & Chemistry

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the Research & Planning Group
for California Community Colleges

How to Use The Gold Standard To Follow Your Own Data

The following data are available for your college.
Contact lumbdenstock@mac.com

Cohorts: The number of students in credit but not-transferable English or math in a given complete year (typically Fall, Spring, Summers).

Tracking: Each student followed for 3 complete years on two measures.

Success: What percentage achieved C or better in transfer-level English or math?

Change: How great an increase is there in the success rate of each subsequent cohort?

The Criteria

Purposeful efforts yield coherent, structured, systematic activities with investment in assessment and actual improvement in basic skills. The following criteria for success guided the work of the Hewlett Leaders program:

- *Curriculum integrated, aligned and organized for effectiveness*
- *Learner-centered classroom practices, e.g. pedagogy and assessment*
- *Integration of academic support and student services*
- *Equity, valued and pursued by assessing learning and progress rates by cohort*
- *Institutional leadership and support, reflected in leadership that is distributed throughout the college, and by planning, professional development, investment and use of data for improvement*