CREATING A COURAGEOUS CAPACITY FOR CHANGE

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Spring FLEX Session 2015

February 5, 2015

OVERVIEW

- The Big Picture – Who Are We As A Community College System?
- What Does The Ever Changing Environment Look Like?
- Is There Going To Be Any Money To Enable Us to Excel?
- Where Does Change Come From?
- How Do We Move from Idea to Action?
- How Do Courageous Leader Connect?
- How Can We Help Shape The Future And What Are The Big Ideas?

The Big Picture – Who are we as a College Community System?

The Big Picture

- General Facts
- Facts about Students
- What Value do our Students Provide to California?

General Facts

The Big Picture...
General Facts About
California Community Colleges

- With more than 2.1 million students on 112 campuses, California Community College is the largest system of higher education in the United States.

- One in every four community college students **in the nation** attends a California Community College.

- Three out of every 10 Californians ages 18-24 are currently enrolled in a community college.

- In California, 55% of community college students have diverse backgrounds and roughly 53% are female.

What do our students look like?

With more than 2.1 million students on 112 campuses, California Community Colleges are the largest system of higher education in the United States

2013-14 Student Demographics for California Community Colleges

Gender	State Average	COC Average
Female	52.95%	44.13%
Male	45.91%	55.69%
Unknown	1.14%	0.18%
Ethnicity	**State Average**	**COC Average**
African-American	7.15%	5.54%
American Indian/Alaskan Native	0.43%	0.28%
Asian	11.34%	5.28%
Filipino	2.86%	3.42%
Hispanic	40.23%	42.16%
Pacific Islander	0.47%	.25%
White	28.97%	38.46%
Multi-Ethnicity	3.55%	3.61%
Unknown	5.02%	1.00%

How old are our students?
Three out of every 10 Californians ages 18-24 are currently enrolled in a community college

Student Demographics by Age for 2013-14
State average and COC average

Age	State Average	COC Average
19 or less	24.36%	27.35%
20 - 24	32.18%	28.55%
25 - 29	13.60%	11.60%
30 - 34	7.93%	7.76%
35 - 39	5.25%	6.01%
40 - 49	7.73%	12.45%
50 +	8.93%	6.27%
Unknown	0.02%	0.01%

Facts about Students

What value do our students provide to California?

- California community colleges educate 70 percent of our state's nurses.

- California community colleges train 80 percent of firefighters, law enforcement personnel, and emergency medical technicians.

- Twenty-nine percent of University of California and 51 percent of California State University graduates started at a California community college.

- Transfer students from the California Community Colleges to the University of California system currently account for 48 percent of UC's bachelor's degrees in science, technology, engineering and mathematics.

What value do our students provide to California?

□ Community colleges offer associate degrees and short-term job training certificates in more than 175 fields, and more than 100,000 individuals are trained each year in industry-specific workforce skills.

□ Nearly 42 percent of all California veterans receiving GI educational benefits attend a California community college for workforce training, to earn an associate degree, or to work toward transferring to a four-year university.

What does the Ever Changing Environment look like?

The Ever Changing Environment

- The Economy
- The Workforce
- Our Accountability
- Doing (more of) What Matters

The Economy

What was the Impact of Forced Rationing of Education During the Recession?

- In 2009-10 there were categorical cuts ($313 million) and apportionment cuts ($190 million); and in 2011-12 there were apportionment cuts ($385 million).

- Received no statutory cost-of-living between 2009-08 and 2012-13 creating a cumulative loss of purchasing power totaling 16.3%.

- Fees increased from $20/unit in 2008-09 academic year to $46/unit in summer 2012 – a 130% increase in a period of three academic years.

What was the Impact of Forced Rationing of Education During the Recession? (cont'd)

- The California Community Colleges enrollment decreased by more than 585,000 students to 2.3 million in four academic years (2008-09 to 2012-13) due to severe budget cuts.

- Course sections were reduced by approximately 25% due to state funding reductions. Non-credit course sections saw a bigger decrease of approximately 38%. Class sizes increased.

- From 2008-09 to 2011-12 the community college system reduced summer and winter sections by nearly 50% due to reduced funding and mid-year trigger cuts that made it difficult for colleges to plan.

That was then and this is now!

The Economic Evidence

- The recovery is now long over;
- Most of the economic indicators including employment are at unprecedented levels
- Growth has accelerated
  - Consumer spending, Hiring, Investment spending…..
- Confidence in the economy has been fully restored
  - U.S. businesses are especially upbeat, consistent with an economy that is expanding well above its potential
- The 10 year Treasury Bond yield closed yesterday at 1.89 percent, third lowest level in 214 years….. !

*Mark Schneipp - *Where are we in the Economic Cycle? 1-14-15*

And, what about California?

California Budget

- A strengthening state economy is continuing to push revenues higher

- Under Prop 98, most of those revenues are dedicated to K-12 schools and community colleges

- the 2015-16 year is the last full year for Prop 30 revenues

    - the sales tax rate of 1/4 % expires at end of 2016

- Budget appears sound through 2016, but all bets are off thereafter

    - Prop 30 sunsets at the end of 2018

    - recession probability looms. . . .

*Mark Schneipp - *Where are we in the Economic Cycle? 1-14-15*

More Evidence

- **World economic events are troubling including the international economic environment . . .**
  - **But investors are discounting the turmoil**
- **The stock market is just off it's all time record level**
- **The California economy is out-performing most of the rest of the nation, and the Bay Area economy is out-performing most of the world**
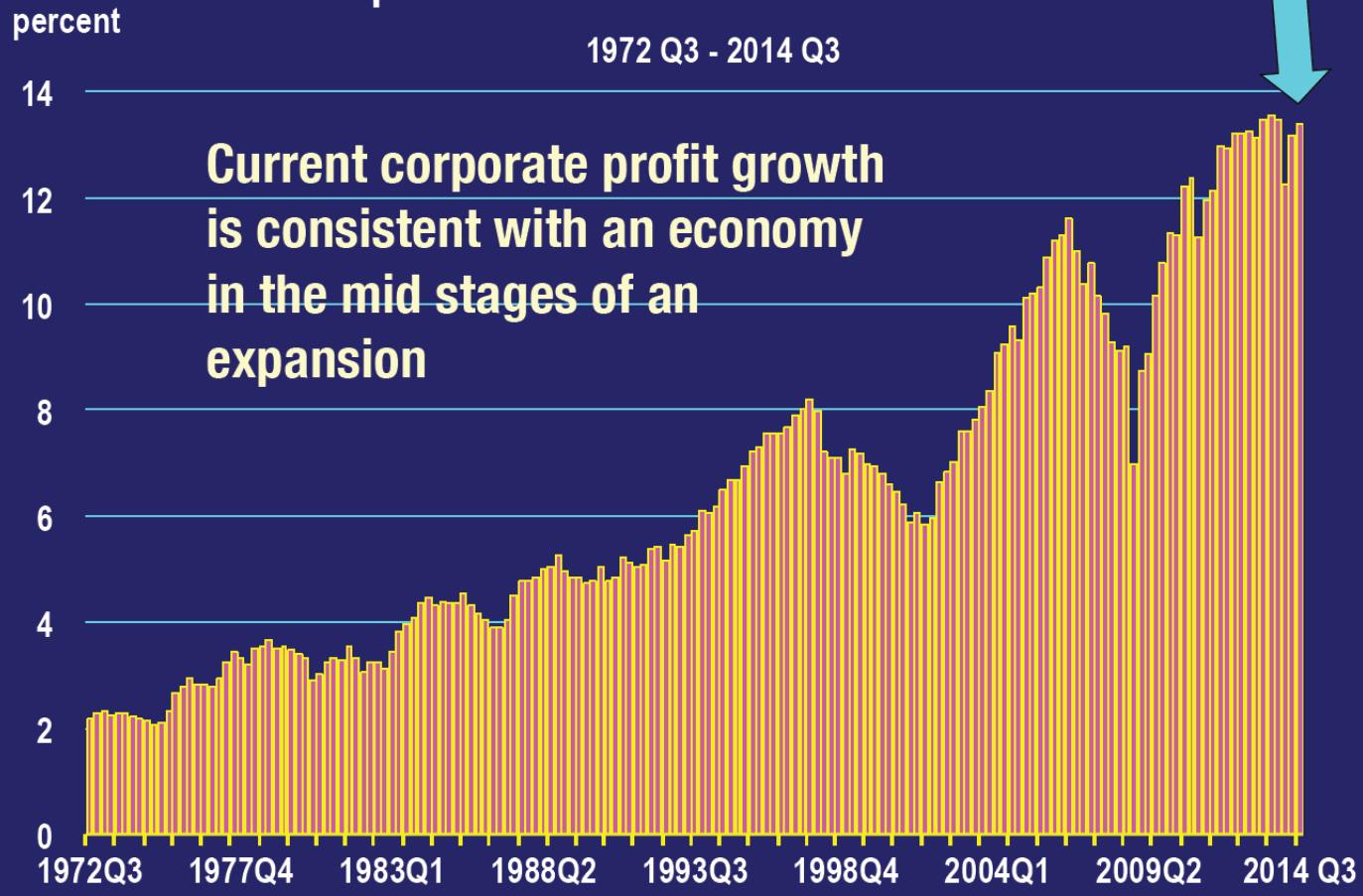- **The California Drought . . . . . is less discussed these days because of recent rains . . .**

Mark Schneipp - Where are we in the Economic Cycle? 1-14-15

Why are Corporate Profits Important?

- They drive corporate earnings which are responsible for **higher stock prices**

- Higher stock prices translate into higher levels of **consumer satisfaction**

- Profits are a leading indicator of economic growth, directly correlated with **job growth**

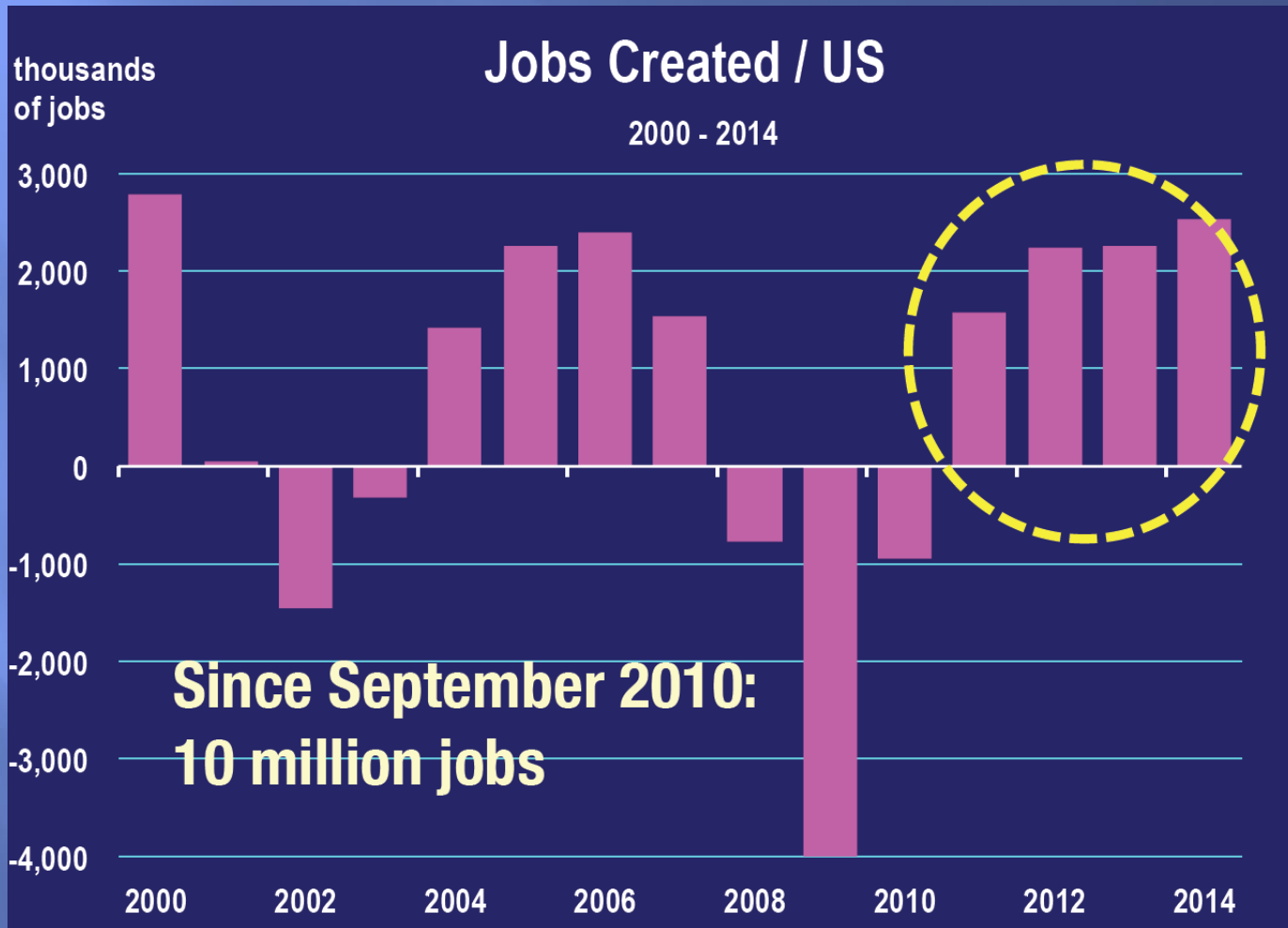- Profits may be tiring, but **job growth** shows no signs of slowing down

*Mark Schneipp - *Where are we in the Economic Cycle? 1-14-15*

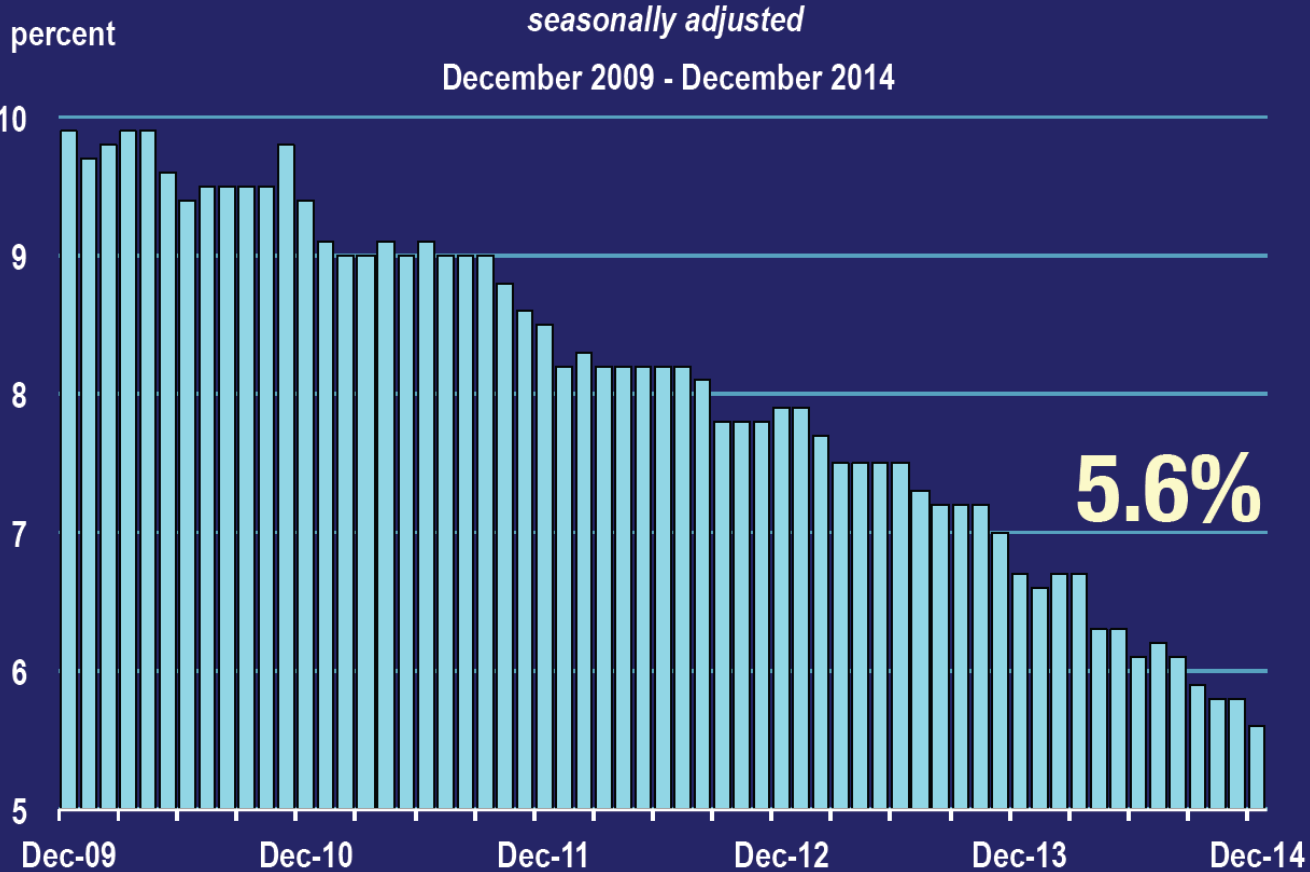Corporate Profits as Percent of GDP / U.S.
1972 Q3 - 2014 Q3

Current corporate profit growth is consistent with an economy in the mid stages of an expansion

*Mark Schneipp - *Where are we in the Economic Cycle? 1-14-15*

And, what about Jobs?

Jobs Created / US

2000 - 2014

thousands of jobs

Since September 2010: 10 million jobs

Mark Schneipp - Where are we in the Economic Cycle? 1-14-15

Unemployment Rate in Santa Clarita = 4.7% (9/2014)

*Mark Schneipp - *Where are we in the Economic Cycle? 1-14-15*

So What's the bottom line?

The U.S. Economy Expanding

- No longer a recovery, ... nearing the top
- Nearly all cylinders firing . . . 7 of 8
- Jobs
- Spending
- Business Investment on equipment, software
- Exports
- Even the government sector has stabilized

*Mark Schneipp - *Where are we in the Economic Cycle? 1-14-15*

What do these changes mean for our Community Colleges?

- The 112 colleges in the California Community College System educate one of every four college students in the US, shaping change from evolving educational standards to transforming workforce development.

- After over 6 years of reduced funding, we find ourselves with renewed funding, and a focused commitment from the Board of Governors to move forward into an era that promises far-reaching change.

- More people are relying on community colleges.

- We are on the "boom" side of the "boom/bust" cycle.

- The next few years will see the implementation of new programs and services to enhance student completion – we need to move quickly!

The Workforce

Workforce
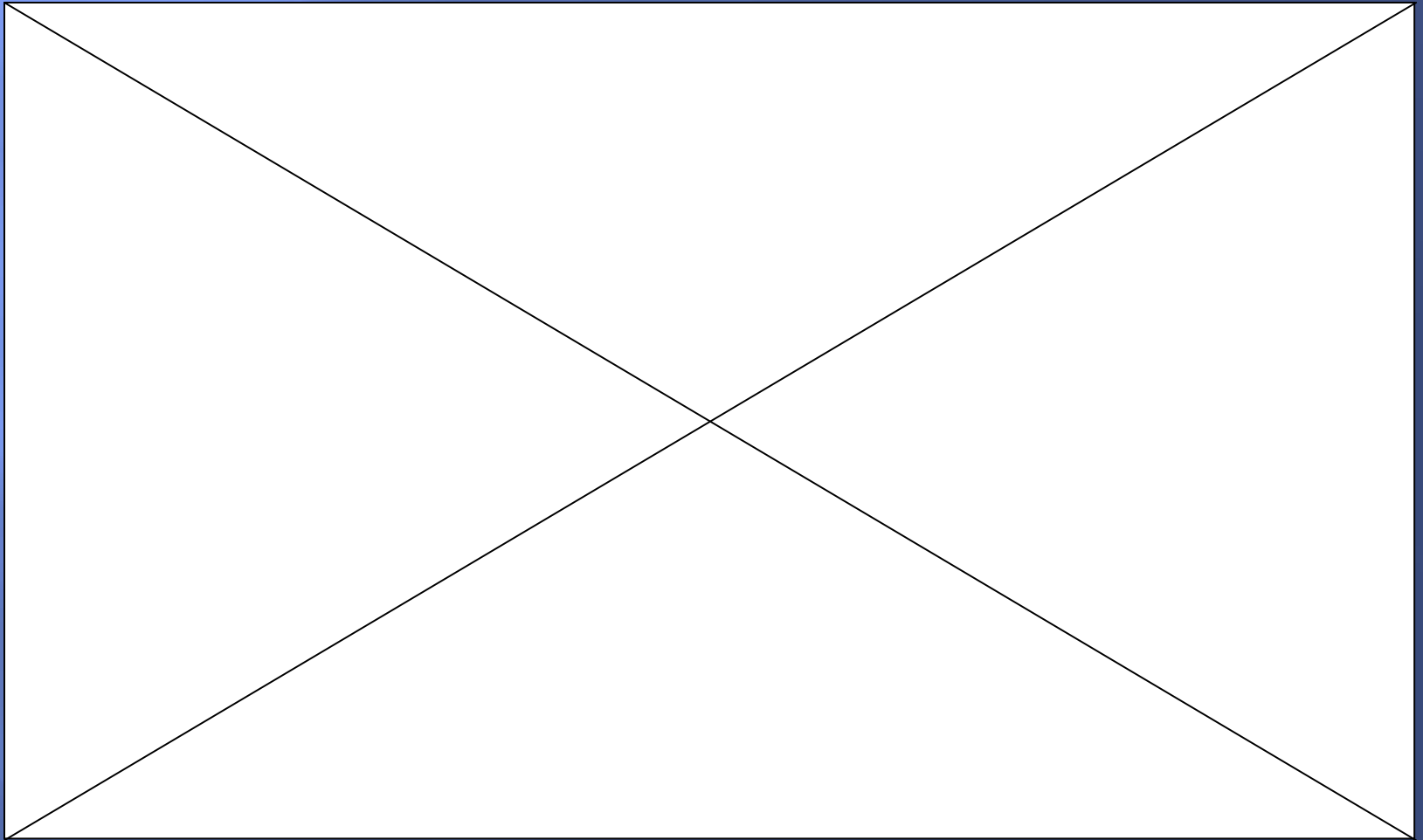
Is there a Workforce Skills gap?

- Undergraduate demand for the three public systems of higher education in California is expected to grow by 387,000 students by 2019 and will take $1.5 billion more in revenue.

- By 2025 California will face an estimated shortage of 1 million college degree and certificate holders needed to fuel its workforce.

- With baby boomers retiring, labor experts are concerned that California will lack workers with the critical aptitude needed to replace them.

What about the Baby Boomers impact on a skilled Workforce?

- Tomorrow's labor force will be older, more racially and ethnically diverse and will grow at a slower rate.

- For the first time in history, there will be four generations in the work force: persons born before 1945, baby boomers (born 1946-1964), Generation X (born 1965-1978), and Generation Y or Millennials (born after 1979).

- Some analysts believe that baby boomer retirements will create skilled labor shortages.

- A 2006 retirement survey by Merrill Lynch found that ¾ of baby boomers have no intention of seeking a "traditional" retirement and that retirement is being redefined.

- As our population growth slows and an increasing number of jobs call for higher skill levels, we need to provide new arrivals and historically underutilized populations with the education and training to participate more successfully in tomorrow's economy.
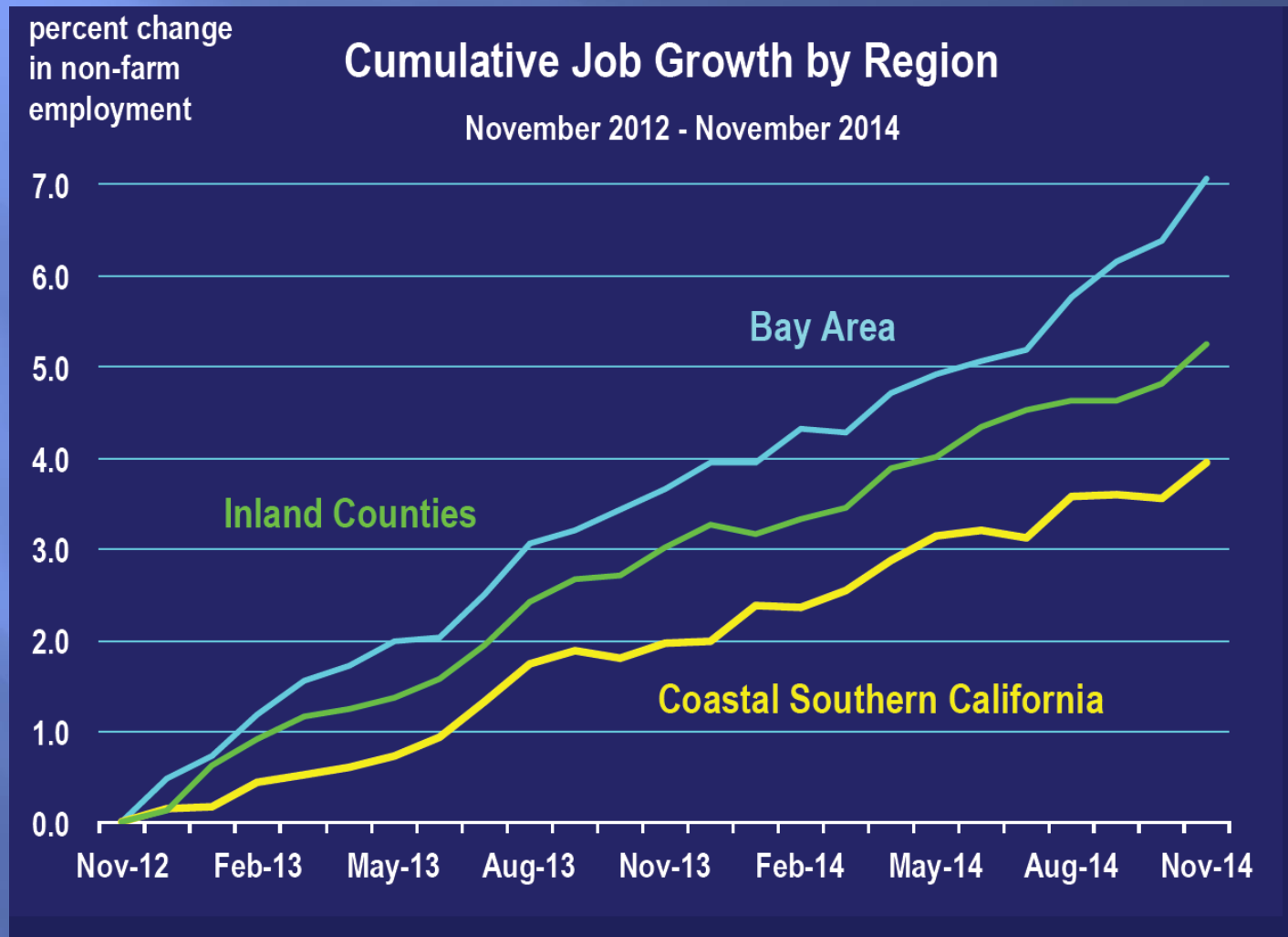
The Baby Boom Population

1945 to 2060

Now aged 50 to 68
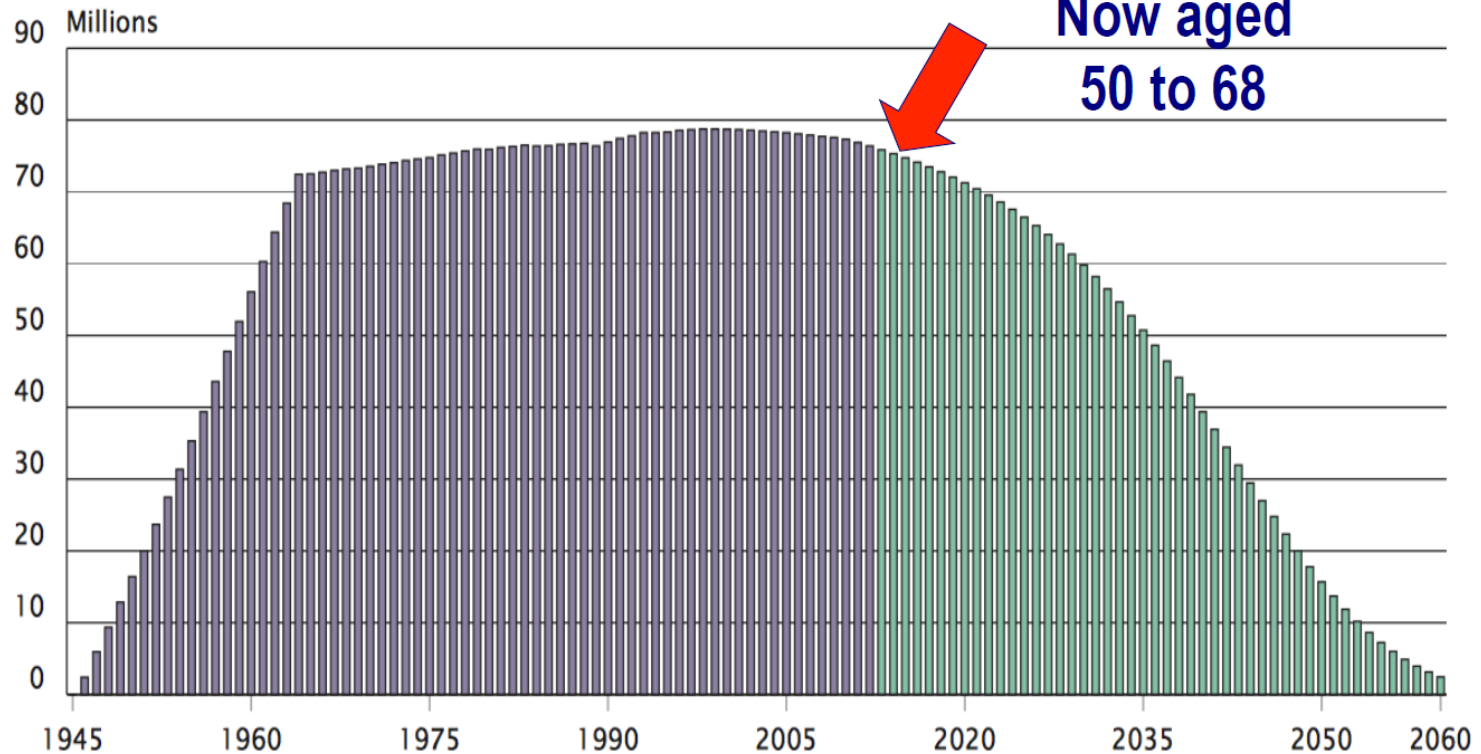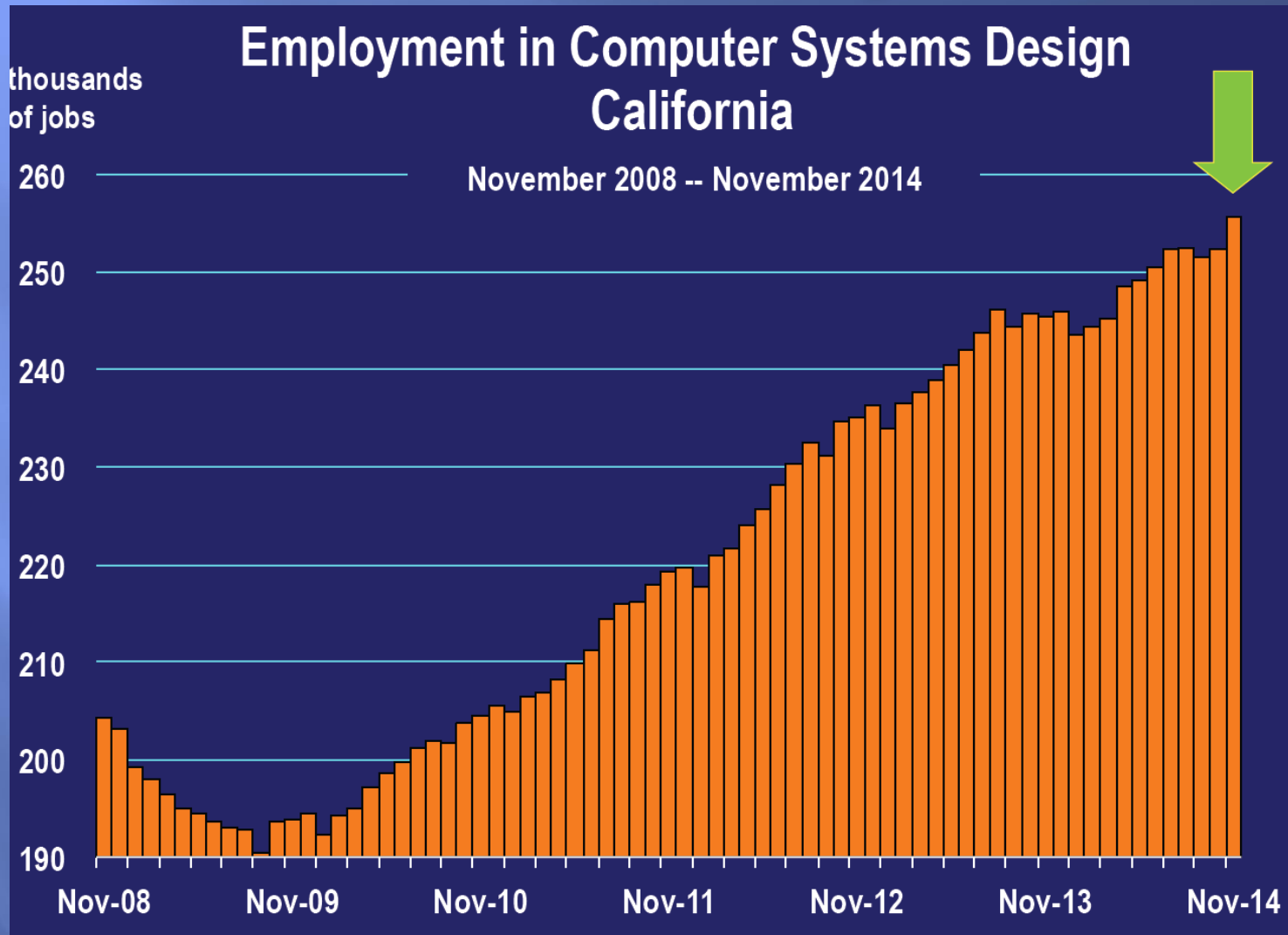
U.S. Census Bureau / Purple bars estimated; green bars projected

*Mark Schneipp - *Where are we in the Economic Cycle? 1-14-15*

Who is growing the fastest?

Cumulative Job Growth by Region
November 2012 - November 2014

percent change in non-farm employment

Bay Area

Inland Counties

Coastal Southern California

Mark Schneipp - Where are we in the Economic Cycle? 1-14-15

Where are the jobs?

Employment in Computer Systems Design California

November 2008 -- November 2014

Mark Schneipp - Where are we in the Economic Cycle? 1-14-15

Employment in Software Publishing / California

November 2008 - November 2014
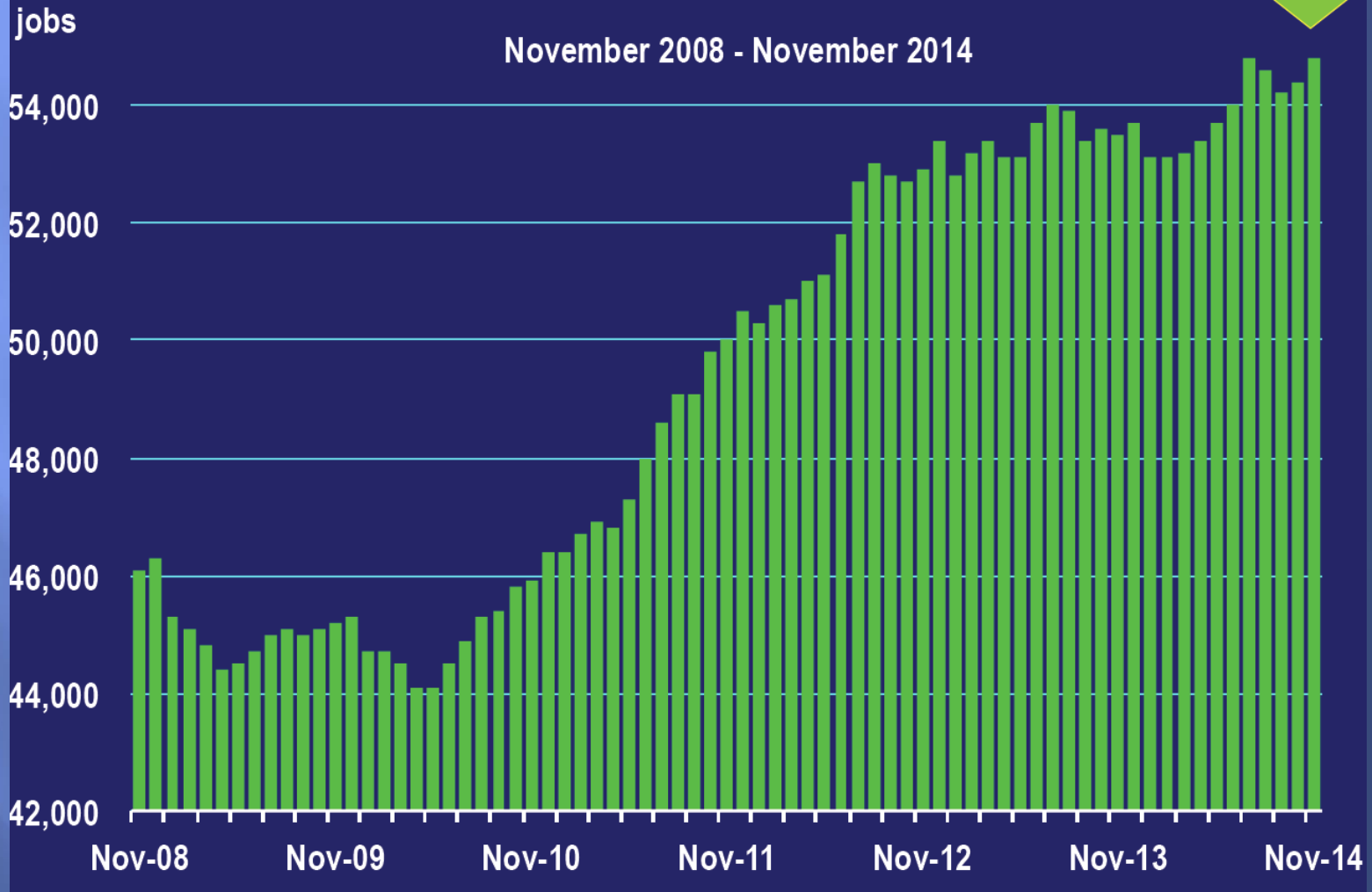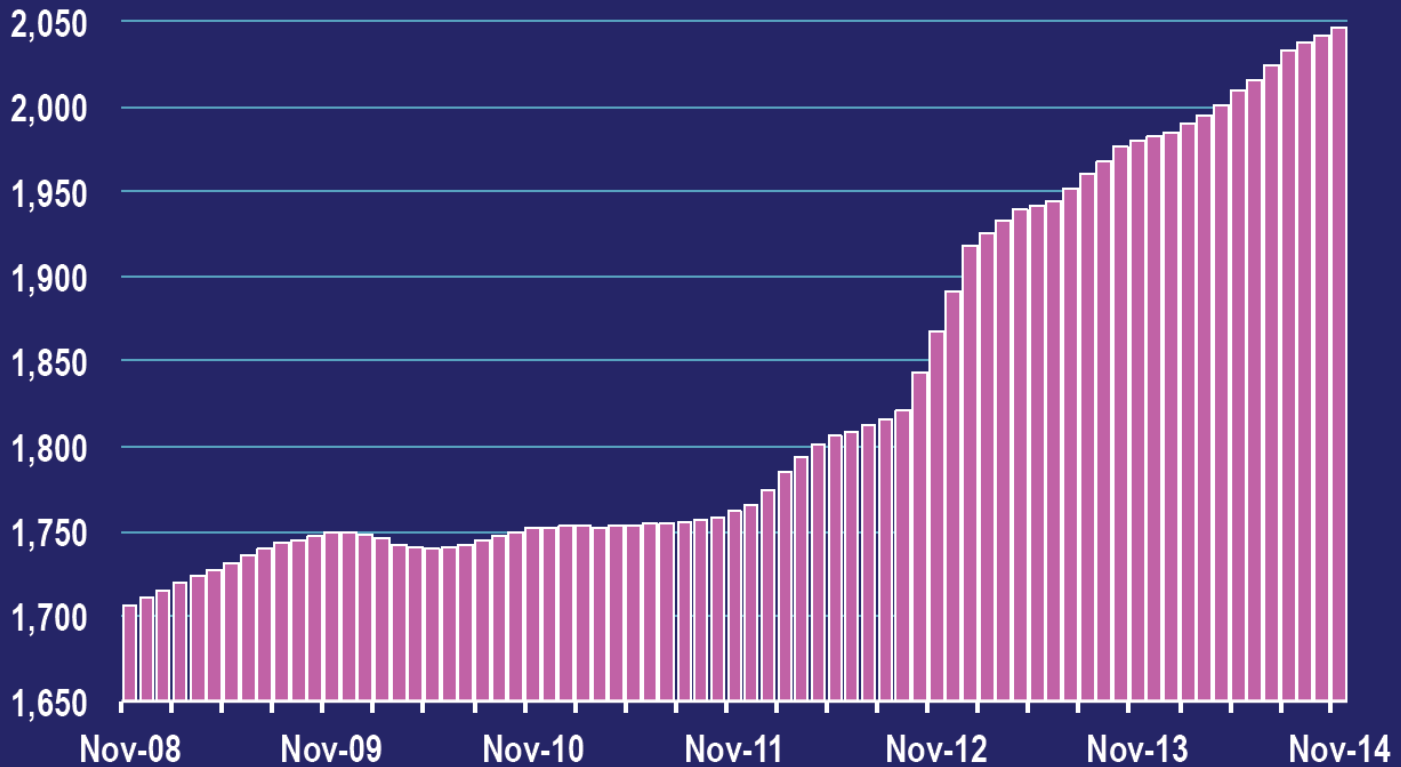
Mark Schneipp - Where are we in the Economic Cycle? 1-14-15

Employment in Healthcare / California
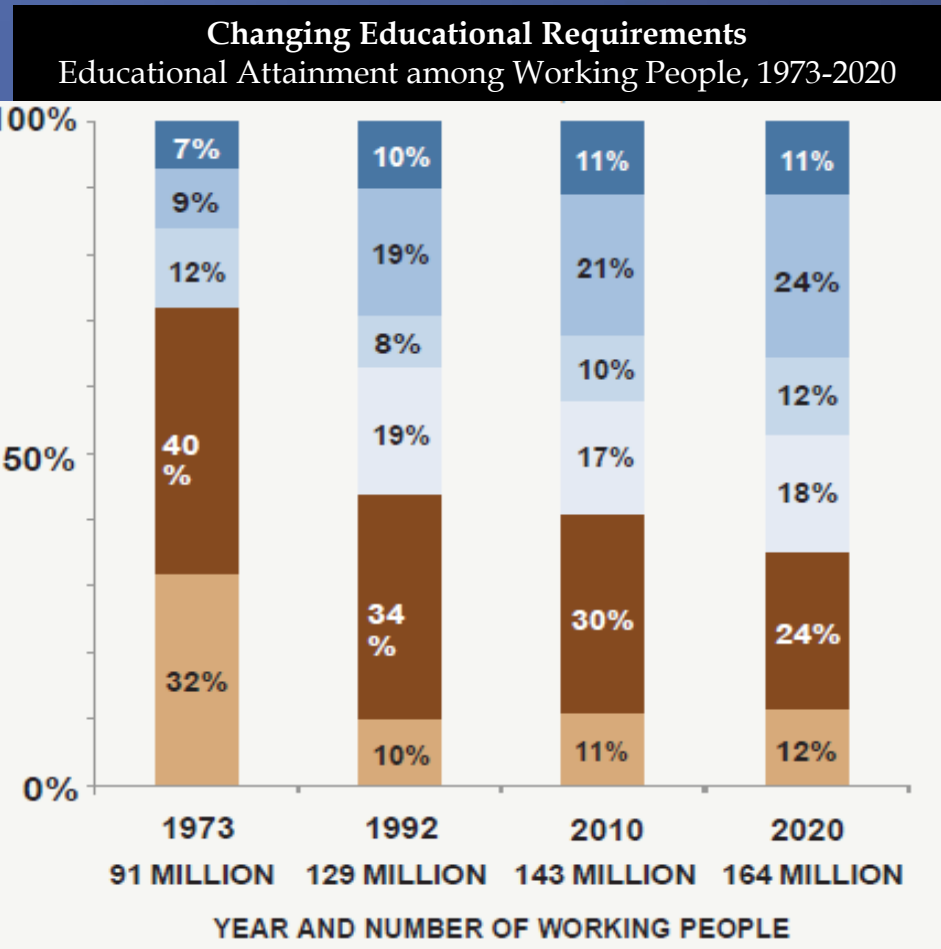
seasonally adjusted

November 2008 - November 2014

Mark Schneipp - Where are we in the Economic Cycle? 1-14-15

Is Education/Training necessary?

65% of Future Jobs Will Require Some Level of Postsecondary Credential

Changing Educational Requirements
Educational Attainment among Working People, 1973-2020

	1973	1992	2010	2020
Master's degree or better	7%	10%	11%	11%
Bachelor's degree	9%	19%	21%	24%
Associate's degree	12%	8%	10%	12%
Some college/no degree		19%	17%	18%
High school diploma	40%	34%	30%	24%
Less than high school	32%	10%	11%	12%
Year and number of working people	91 MILLION	129 MILLION	143 MILLION	164 MILLION

Legend:
- MASTER'S DEGREE OR BETTER
- BACHELOR'S DEGREE
- ASSOCIATE'S DEGREE
- SOME COLLEGE/NO DEGREE
- HIGH SCHOOL DIPLOMA
- LESS THAN HIGH SCHOOL

Source: Georgetown Center on Education and the Workforce analysis
Note: Numbers may not sum to 100 percent due to rounding.

CALIFORNIA COMMUNITY COLLEGES
Task Force on WORKFORCE
JOB CREATION AND A STRONG ECONOMY

How Much Does it Cost to Raise a Family in CA?

$60,771
($29.22/hour)
2-parent with
one working adult, 2-child
Source: CA Budget Project

$66,000
AA – Career Technical Education
5-years later
Source: Salary Surfer, 112 CA Community Colleges

$38,500
AA - General Ed
5-years later
Source: Salary Surfer, 112 CA Community Colleges

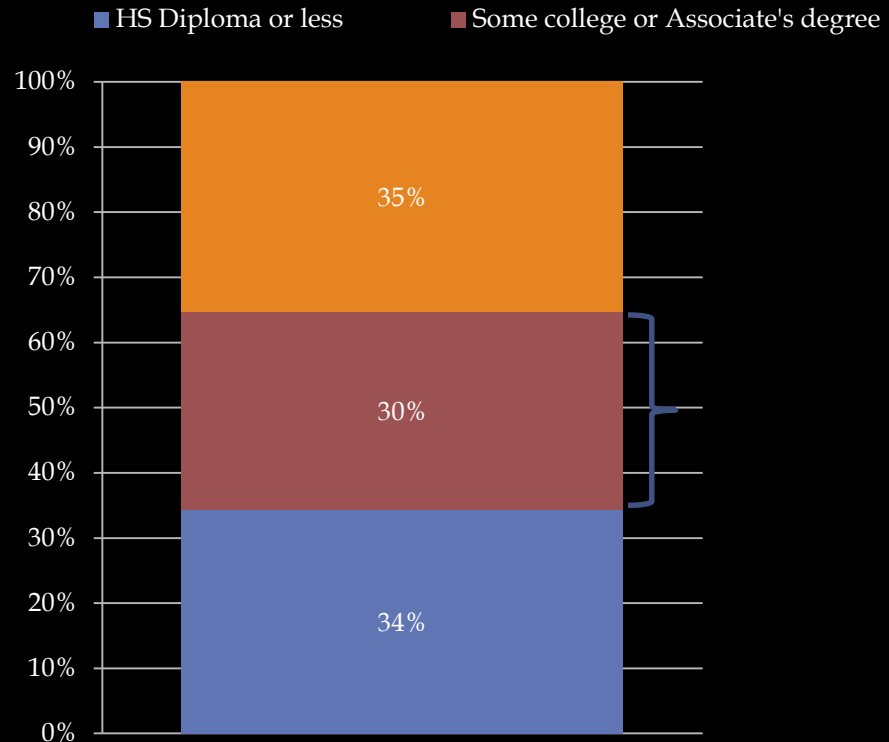# Educational Attainment is the Key to the Future of the Economy

THE LABOR MARKET IS INCREASINGLY DEMANDING A MORE SKILLED WORKFORCE.

IN THE 1970s
28% of jobs required more than a high school education.

IN 1992
56% of jobs required more training.

BY 2020
65% of job openings in the U.S. will require some postsecondary education or training – though not necessarily a four-year degree.[7]

Source: Georgetown Center on Education and the Workforce analysis

CALIFORNIA COMMUNITY COLLEGES
Task Force on WORKFORCE
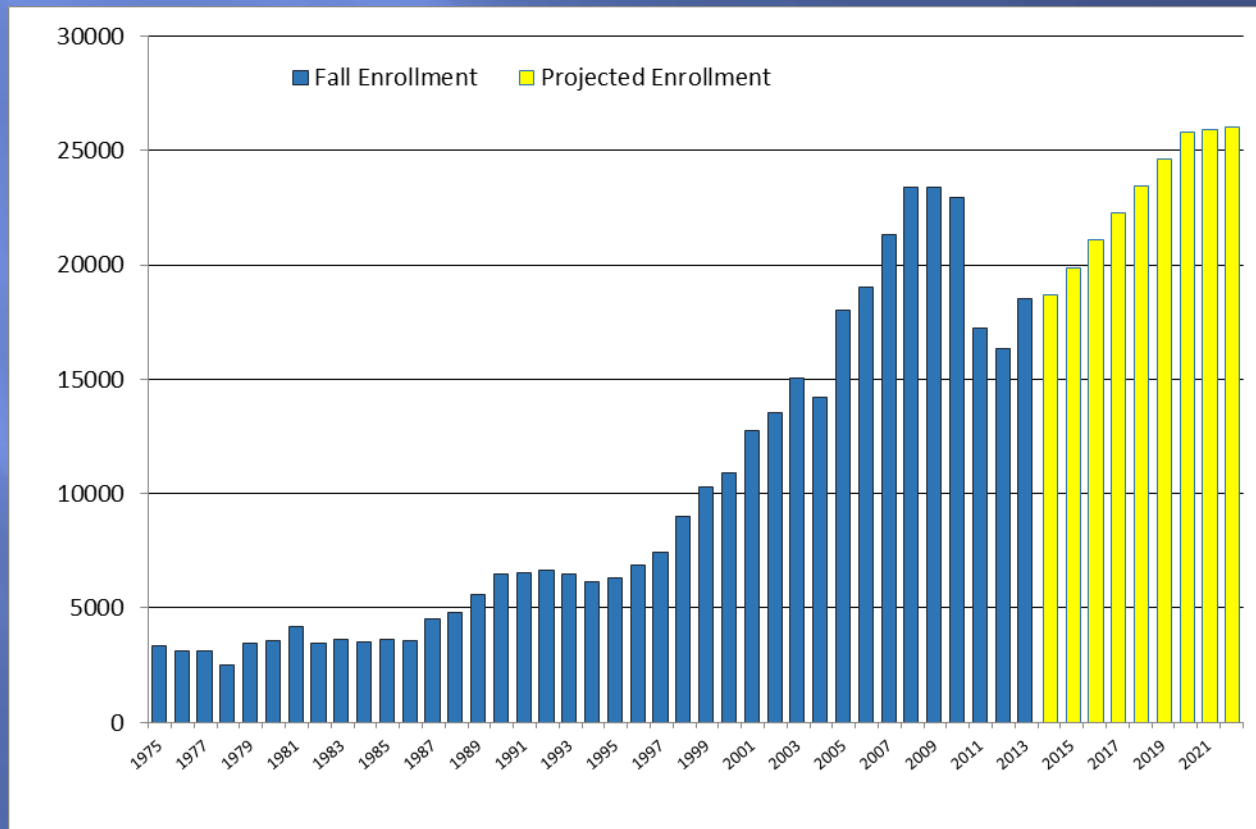JOB CREATION AND A STRONG ECONOMY

4

Accountability

The trend and new "normal" is holding those who receive funds accountable for outcomes, not activity.

How do we hold ourselves accountable?

We hold ourselves accountable by doing analysis of trends and targets

Full Time Equivalent Students (FTES) trends and enrollment management targets

We hold ourselves accountable for achieving outcomes

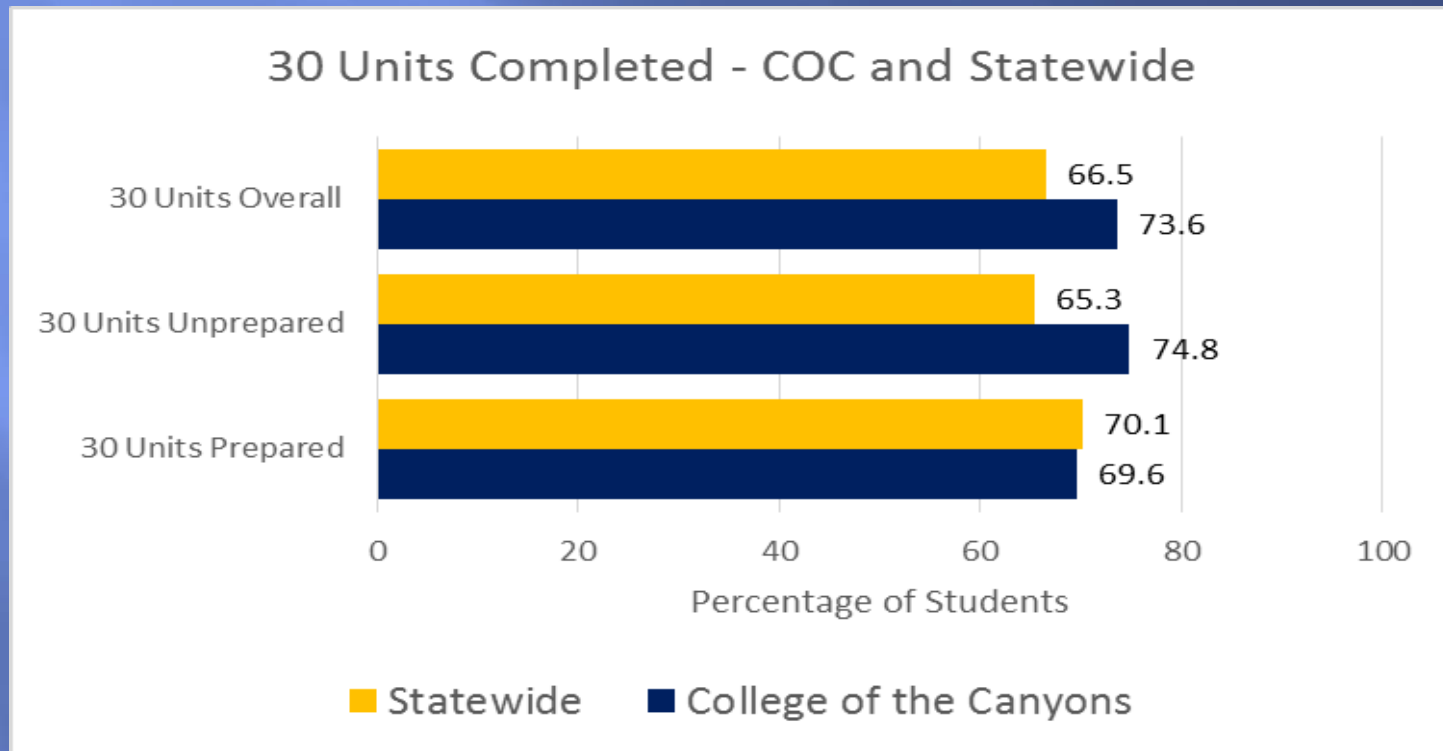The ways we do that are by conducting & completing:

- Four annual audits per year
- Fiscal stability checklist
- Accountability Report for the Community Colleges
- Various compliance reports
- An assessment of the degree of completion of accreditation self study planning impacts
- An analysis of Full Time Equivalent Students (FTES) trends and enrollment management targets
- Student completion, retention, and success data
- The degree to which we have made progress on annual goals and action priorities contained in the Strategic plan
- Fundraising targets
- Construction achieved within timelines and within budget
- Technology milestones
- Categorical programs – goals and prescribed required activities

And a whole bunch more!

We hold ourselves accountable through analysis data

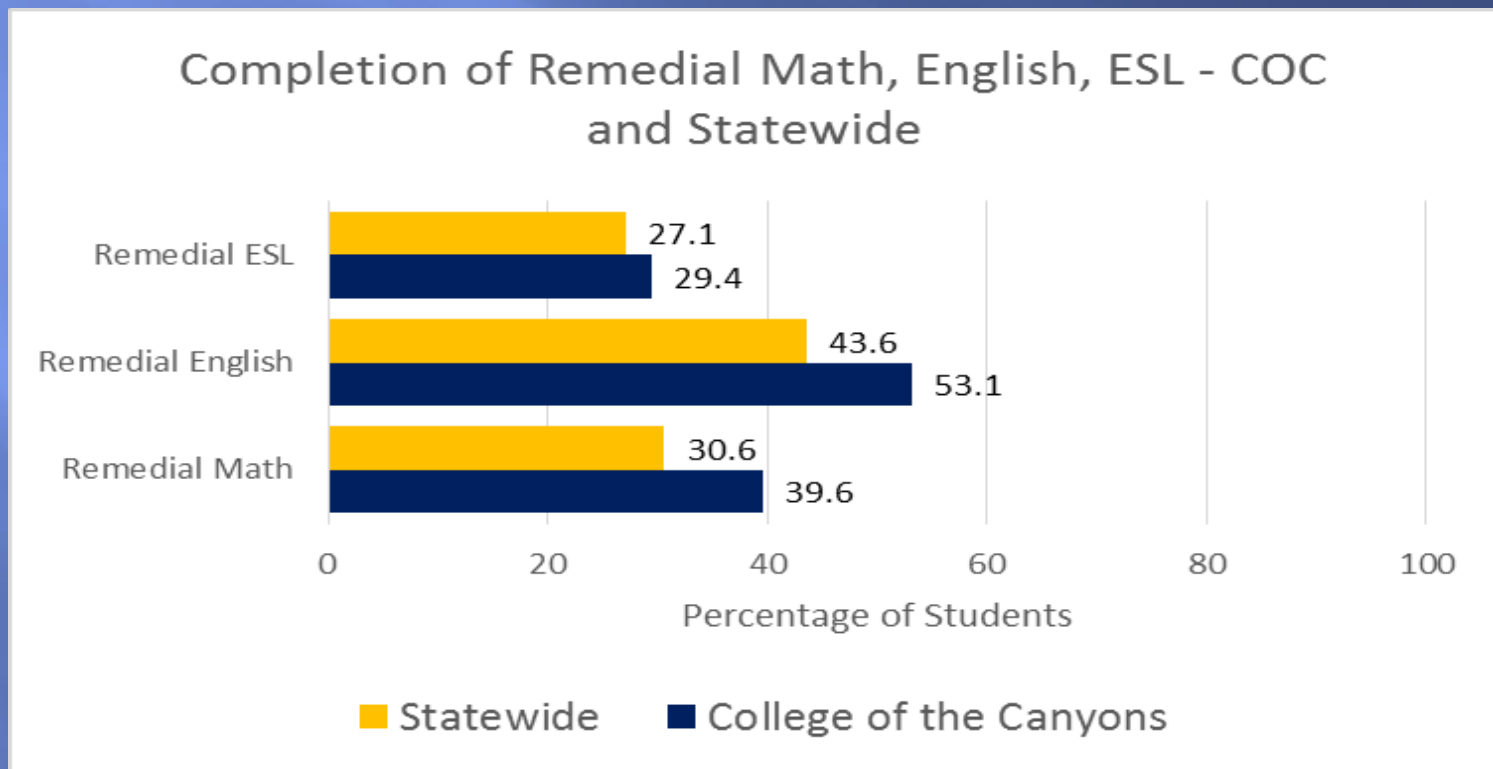## Student completion, retention and success data

Percentage of degree, certificate and/or transfer-seeking students starting
first time in 2007-08 tracked for six years through 2012-13 who achieved at least 30 units.

30 Units Completed - COC and Statewide

	Statewide	College of the Canyons
30 Units Overall	66.5	73.6
30 Units Unprepared	65.3	74.8
30 Units Prepared	70.1	69.6

Percentage of Students

We hold ourselves accountable through analysis data
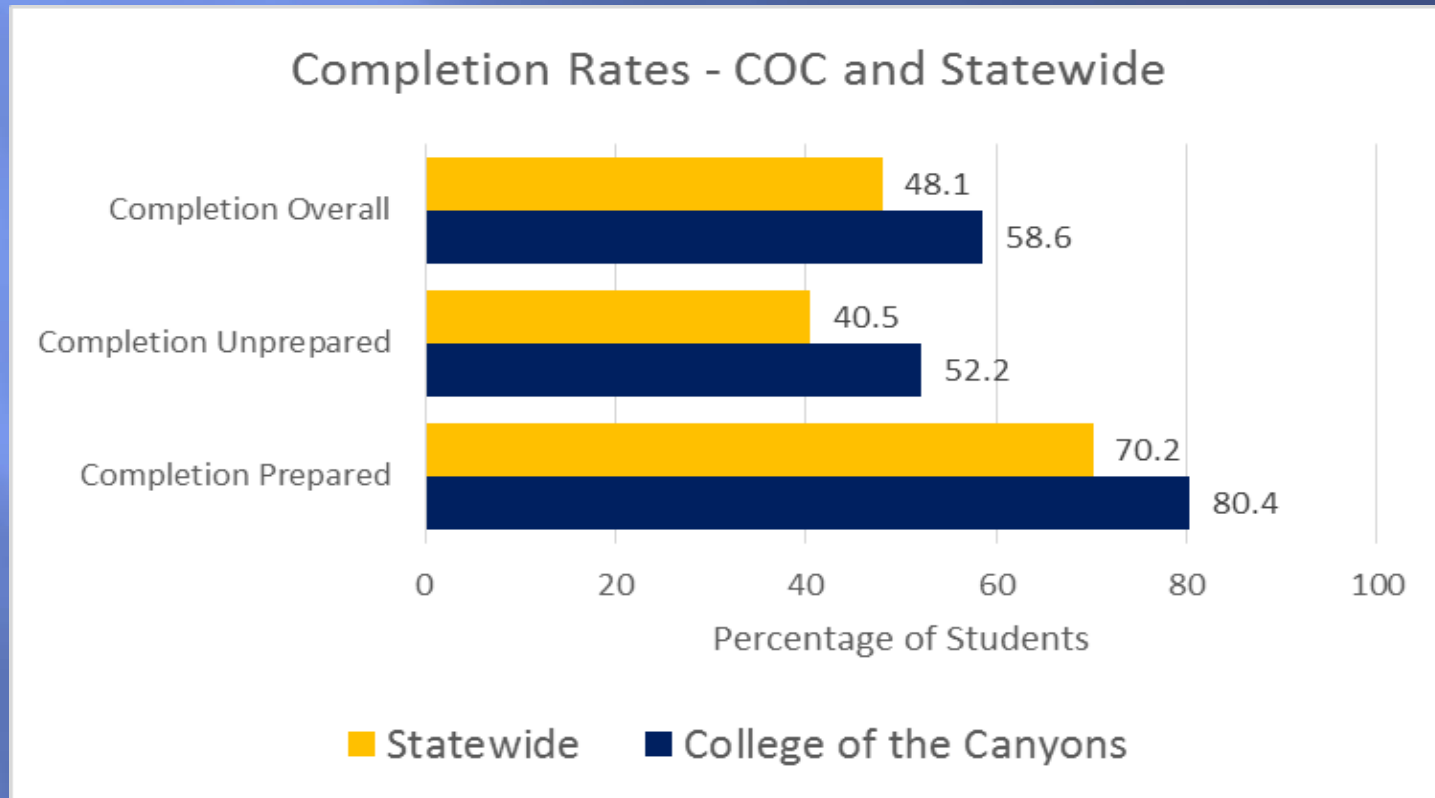
Student completion, retention and success data

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Completion of Remedial Math, English, ESL - COC and Statewide

We hold ourselves accountable through analysis data

Student completion, retention and success data

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

Completion Rates - COC and Statewide

Completion Overall: Statewide 48.1, College of the Canyons 58.6
Completion Unprepared: Statewide 40.5, College of the Canyons 52.2
Completion Prepared: Statewide 70.2, College of the Canyons 80.4

Percentage of Students

Statewide ■ College of the Canyons

We hold ourselves accountable through analysis data

Student completion, retention and success data

Percentage of students tracked for six years through 2012-13 who started first time in 2007-08 and completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

CTE Courses - COC and Statewide

	Percentage of Students
Statewide	53.9
College of the Canyons	48.1
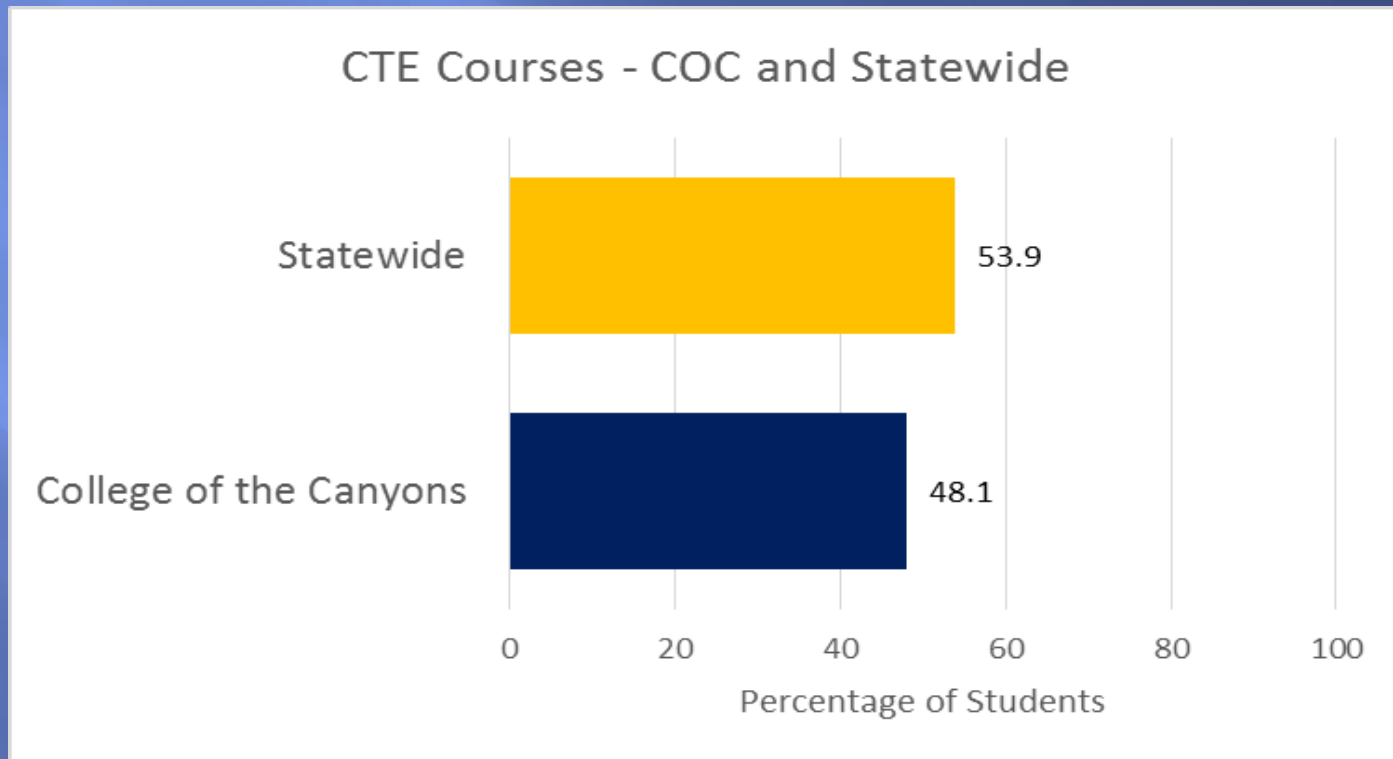
Who else holds us accountable?

- Accreditation Association
- State Chancellors Office
- LA County Office of Education (LACOE)
- City of Santa Clarita
- CalWorks
- Outside Licensing Entities
  - National Automotive Technicians of Education Foundation (NATEF)
  - Board of Registered Nursing (BRN)
  - National League for Nursing Accreditation Commission
  - CA Commission on Teacher Credentialing
  - CA Community College Athletic Association (CCCAA)
  - North American Board of Certified Energy Practitioners (NABCEP)
  - Microsoft Certified Applications Specialist (MCAS)
  - American Welding Society (AWS)
  - The Los Angeles Department of Building and Safety (LADBS)
  - The American Society of Mechanical of Engineers (ASME)
  - Western State Conference (WSC)
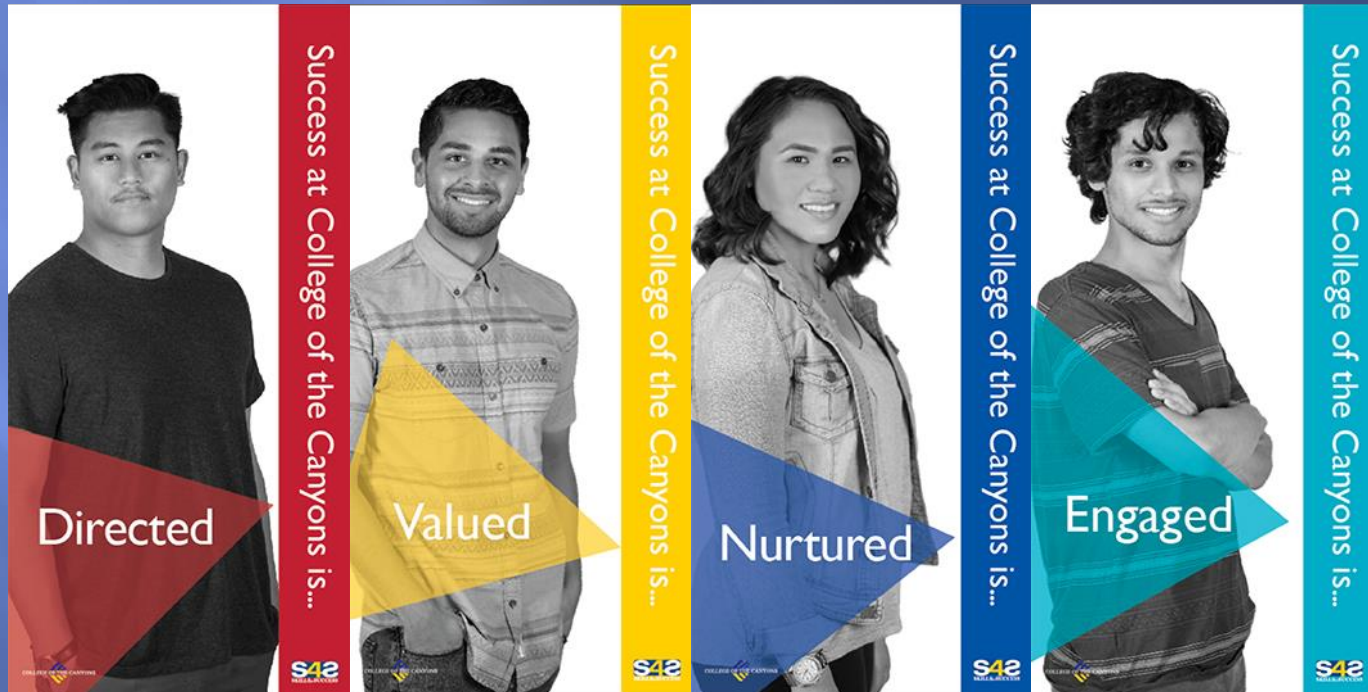 - Office of Civil Rights
  - And many more…
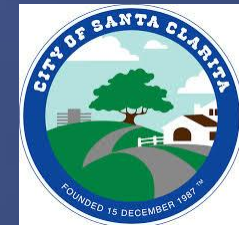
Doing (more of) What Matters

COC has a History of Success Based on a focus for our students' achievements

# How does what we do impact our students?

The statewide RP Group surveyed students in an effort to identify the factors that students attribute to helping them achieve success.

In order of importance students reported the following; they needed to be:

- 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

They need to be challenged!
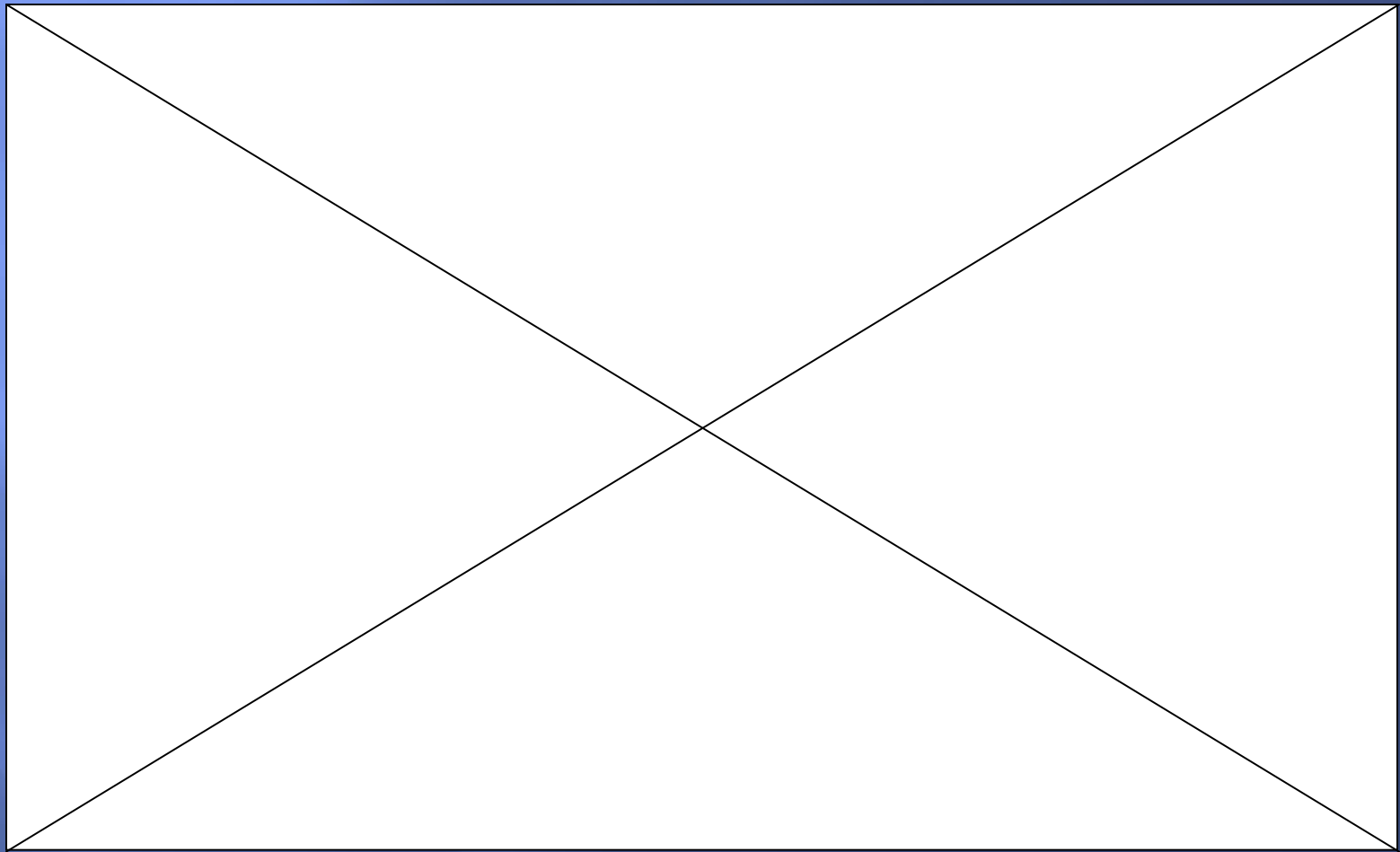
Doing what matters – we have done just that and we have achieved **OUTCOMES!**

A comprehensive list can be found

on each of your tables….

Spotlight on what we do that matters…

- **Open Educational Resources (OER)**

  - **Expanded** the use of OER, so that open textbooks are now saving students over $750,000 in textbook costs per year

  - **Beginning Fall 2015** Title V grant funding will support developing OER in 6 general education courses (3 in 2015-16, 3 in 2016-17)

  - **Delivered training on OER at universities in Tunisia, Saudi Arabia and Jordan as part of a program sponsored by the US Department of State.** COC was the only US institution of higher education to participate in the program.

  - **Hosted 4 webinars** on OER, averaging 60 participants from across the US and Canada.

Spotlight on what we do that matters…

- **Personalized Accelerated Learning (PAL)**
  - Taking PAL Math and English classes doubles a student's chance of successfully completing transfer level Math and English.
  - Online orientation for PAL classes makes registration process easier.
  - In-class visits to promotes PAL classes to increase awareness.
  - PAL classes are filling faster than ever before!

Flexible.
Convenient.
Interactive.

Online Learning Options are available for *You*.

Spotlight on what we do that matters....

- **Math 075**

An accelerated pathway to statistics-based math courses.

- Improves student completion & success rates.

- Reduces by one course the traditional pathway that a student is required to take before entering a transfer-level course.

- Utilizes projects, presentations, and activities, in addition to the traditional lecture format, that expose students to "best practices in teaching."

- Success rates **improve from 25-30% to 55-60%!**

Student Learning Outcomes

- 100% of Courses have evidence of ongoing SLO assessment

- 87% of Academic Programs have evidence of ongoing SLO assessment.

STUDENT LEARNING OUTCOMES

Spotlight on what we do that matters....

- **Associate Degree for Transfer (ADT)**

  - Number of Associate Degrees for Transfer approved = 18 (3rd highest of exceeding the card)
 - Total Number of AA/AS Degrees offered = 76

  Newest Program/New Curricula - Recently Approved Transfer Associate Degrees are:

  - ❖ *Communication Studies Associate of Arts – Transfer*
  - ❖ *Computer Science Associate of Science – Transfer*
  - ❖ *Early Childhood Education Associate of Science – Transfer*
  - ❖ *Geology Associate of Science – Transfer*
  - ❖ *Kinesiology Associate of Arts - Transfer*
  - ❖ *Political Science Associate of Arts – Transfer*
  - ❖ *Studio Arts Associate of Arts - Transfer*

Academy of the Canyons' (AOC) Success Rate

- "Middle college," a joint venture between Wm. S. Hart Union School District and College of the Canyons currently located in the University Center

- Began offering classes in Fall 2000 to motivated students in grades 11-12
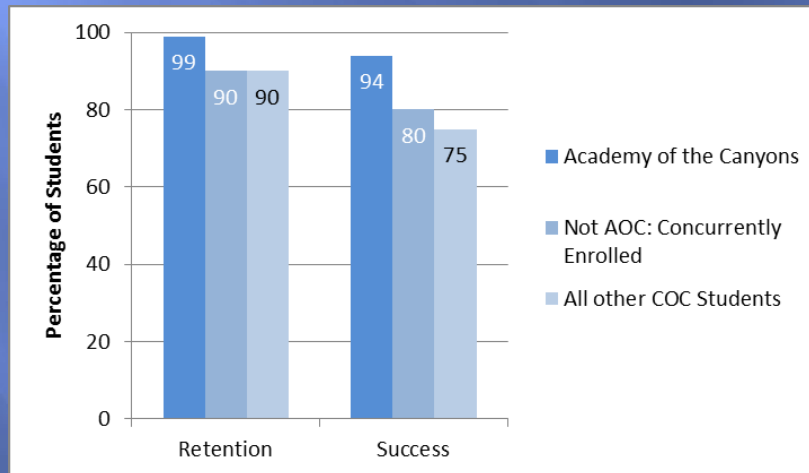
- Added Early College High School (grades 9-10) in 2007

- More than 400 students take high school and college classes daily allowing them to get a head start on their college educations
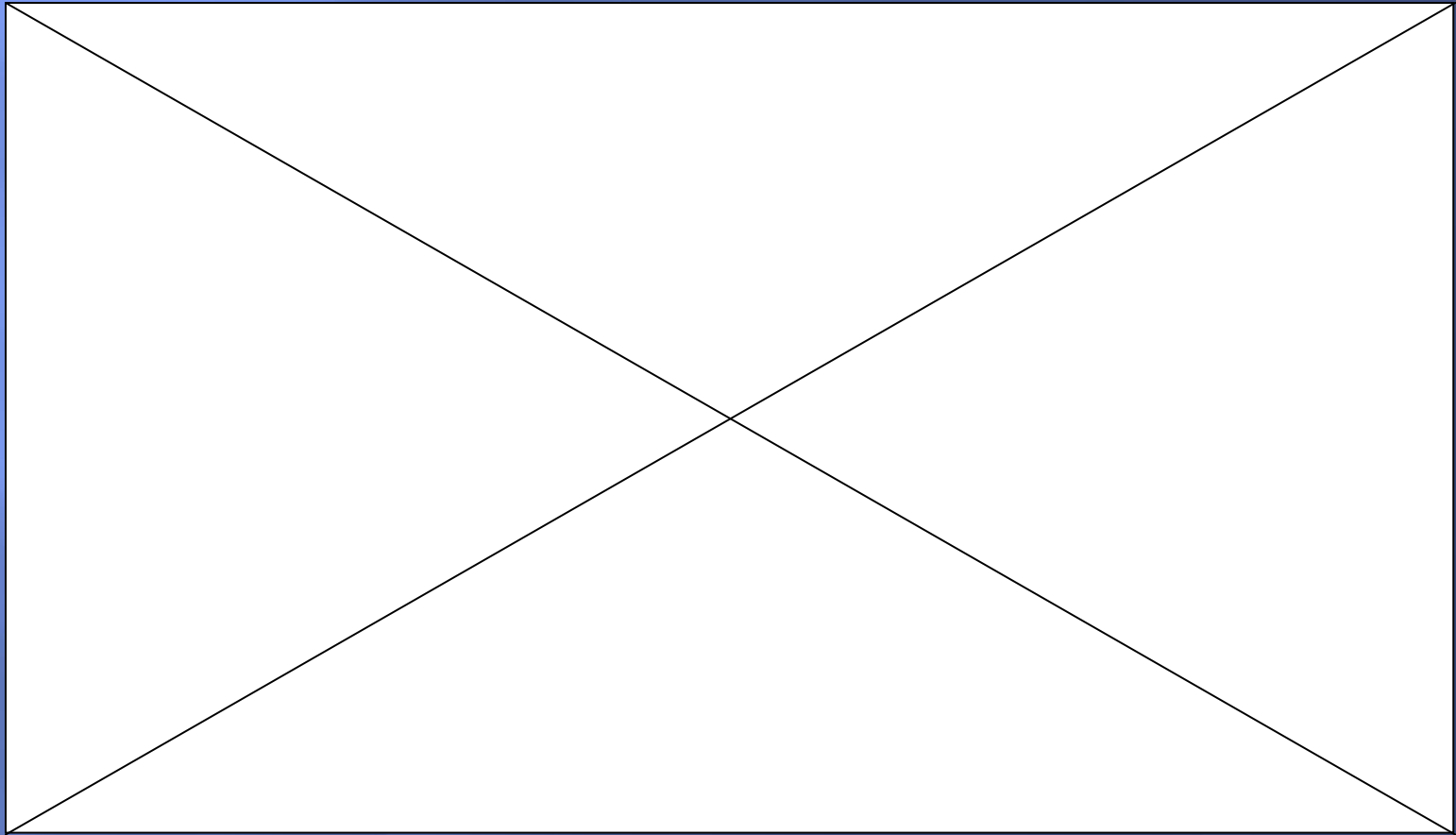
Is There Going to be any Money?

- Budget Info Overview
- Initiatives and Funding
- System Initiatives
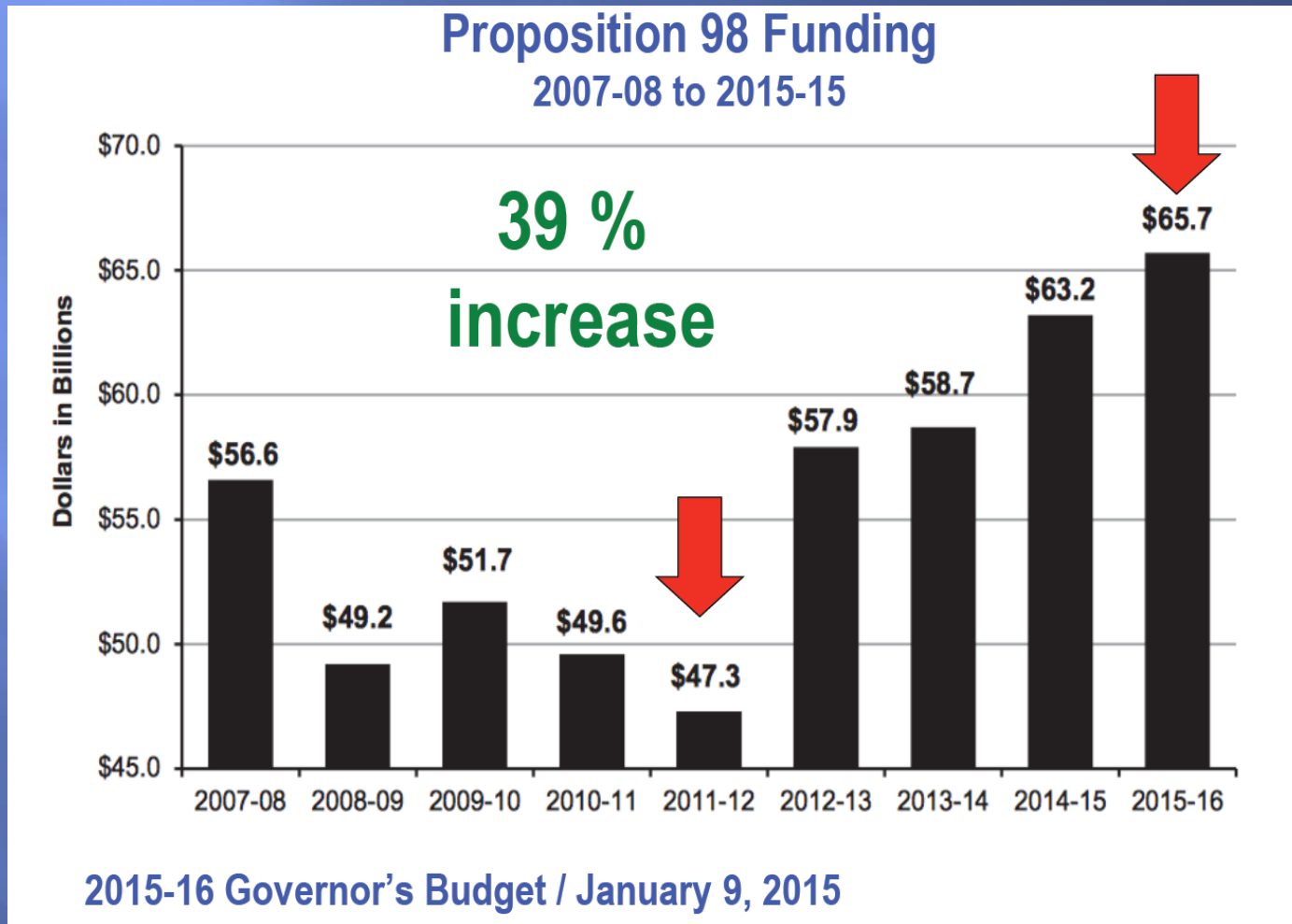- Federal Initiatives

Show me the money!

What does the Community College System General Budget Overview look like for 2015-16?

2015-16 Community College System – January Governor's Budget Proposal

	System Wide	Estimate for COC
Access/Enrollment Growth @ 2%	$106,900,000	$1,400,000
Student Success and Support (3SP)	$100,000,000	$1,300,000
Student Equity Initiative	$100,000,000	$ 910,000
COLA @ 1.58%	$ 92,400,000	$1,200,000
Career Dev/College Prep FTES Rate Incr.	$ 49,000,000	$ 162,000
One-Time Economic Workforce Development Grants	$ 48,000,000	$ 200,000
Prop 39 Energy Efficient Capital Projects	$ 39,600,000	$ 345,000
AB86 Adult Education	$500,000,000	To Be Determined

Will there be money available?

Proposition 98 Funding
2007-08 to 2015-15

39 % increase

Dollars in Billions

Year	Amount
2007-08	$56.6
2008-09	$49.2
2009-10	$51.7
2010-11	$49.6
2011-12	$47.3
2012-13	$57.9
2013-14	$58.7
2014-15	$63.2
2015-16	$65.7

2015-16 Governor's Budget / January 9, 2015

Special Initiatives and Funding the impact on our College Level

Will there be any money for 3SP – Student Success & Support Programs?

- **3SP (Formerly Matriculation)** - Beginning in Fall, 2014, priority registration was dictated by Title 5 regulations.
  - Communicated the changes
  - Developed the budget for the Student Success Plan

    $1.5 Million – Additional Funding in 2014-15

    $1.3 Million - Proposed Additional Funding in 2015-16

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

Will there be any money for Student Equity?

- **Student Equity** - Statewide student equity planning which include RFP Proposals, equity support activities and Research & Inquiry Groups for the five student success indicators
  - $630,000 – New Funding in 2014-15
  - $910,000 – Proposed Additional Funding for 2015-16

And OEI: Online Education Initiative

- Overall Goal – to increase access to quality online courses that will allow students to complete their educational goals in a timely way.

- Proposal for increasing student access and success through online course offerings.

- $56.9 million over 55 months:

  - $16.9 million – Dec 2013 through June 2014

  - $10 million – July 2014 through June 2015

  - $10 million/year for three years afterward

  - Sponsored by Foothill/DeAnza District in partnership with Butte College

As well as our Title V Grant!

Awarded the $2.6 million Title V grant

❑ The grant is directly allocated to educational improvements.
❑ The Grant will enhance the educational experience in serving its increasingly diverse student population.
- Latino students represent **43**% of the student body.
- Non-white students represent 60% of the student body and has tripled since 2000.

❑ Title V funding will raise participation rates to at least 70% by 2018.
❑ By 2019, 250 full time & adjunct faculty will have been trained in culturally relevant pedagogy.

System Initiatives

Will there be any money for Institutional Effectiveness?

- **Institutional Effectiveness Partnership Initiative** - Awarded from the State Chancellor's Office to increase institutional effectiveness while reducing the number of accreditation sanctions and audit findings.
  - Create an online clearing house
  - Offer additional workshops/webinars to supplement the existing resources
  - Create technical assistance teams
  - Create an Executive and Advisory Committee
  - Conduct an evaluation by the RP Group

  $12.5 Million over 5 years – New Funding Beginning 2014-15
  (Could grow to $25,000,000)

Institutional Effectiveness

What else will there be money for?

- **AB86 Adult Education**
Planning for adult education to be offered by COC in partnership with the Hart District
  - **$200,000 – New Funding in 2014-15 for Regional Planning**
  - **To Be Determined for 2015-16 – System-wide $500 Million Block Grant**

- **One-Time Funding - Economic Workforce Development**
  - **$200,000 – Proposed one-year extension of SB1070 CTE Career Pathways Grant in 2015-16**

And more….

- **SBDC Go-Biz (State of California) –** The Small Business Development Center will use these funds to hire adult hourly consultants who will be able to help small businesses identify capital for their businesses.
  - **Award: $70,000**

- **Mental Health and Suicide Prevention –** The College of the Canyons' Campus Suicide Prevention Program will improve student mental health by reducing student risk factors and eliminating suicide and attempts.
  - **Award: $296,530 over 3 years**

- **Institutional Effectiveness and Technical Assistance Program grant (California Community College Chancellor's Office)** - College of the Canyons, in partnership with Foothill College, the Statewide Academic Senate and the RP Group, will develop an institutional effectiveness and technical assistance program to benefit all California Community Colleges and students.
  - **Award: $12.5 million over 4 years, 7 months**

|	
Nursing Enrollment and Retention	$123,887
AB 86 – Adult Education Planning Grant	$221,880
CNA Program	$40,800
International Services Program	$3,000
IUSE – Training math faculty to teach stats (With Villanova University	$32,284
Title V	$487,986
SBDC (State of CA)	$70,000
MLT Lab Renovation (Henry Mayo Newhall Family Foundation	$50,000
Mental Health and Suicide Awareness	$101,698
Institutional Effectiveness and Technical Assistance (Chancellor's Office)	$2.5 million
TOTAL	$3,631,535

Federal Initiatives

What is America's College Promise Proposal?

President Obama's America's College Promise – promises that the first two years of college should be tuition-free for American students.

- Amazing opportunity for students who thought college was out of reach.
- Creates a clear pathway to a degree, a career, and opens doors to opportunities not possible without a college degree.
- Ensures students enter the workforce equipped to work in emerging fields that require technical skills and training which, in turn, fuels the economy.
- Recent estimates show California may face shortage of 1.5 million qualified workers over next 20 years. If enacted, President's plan could significantly close this gap.

With a community college education free to anyone willing to work for it, a clear message will be sent to students. A high school diploma is not enough. You are expected to attend at least two years of college. That's the new normal. And with this plan, college is open to everyone, regardless of interests and ability to pay.
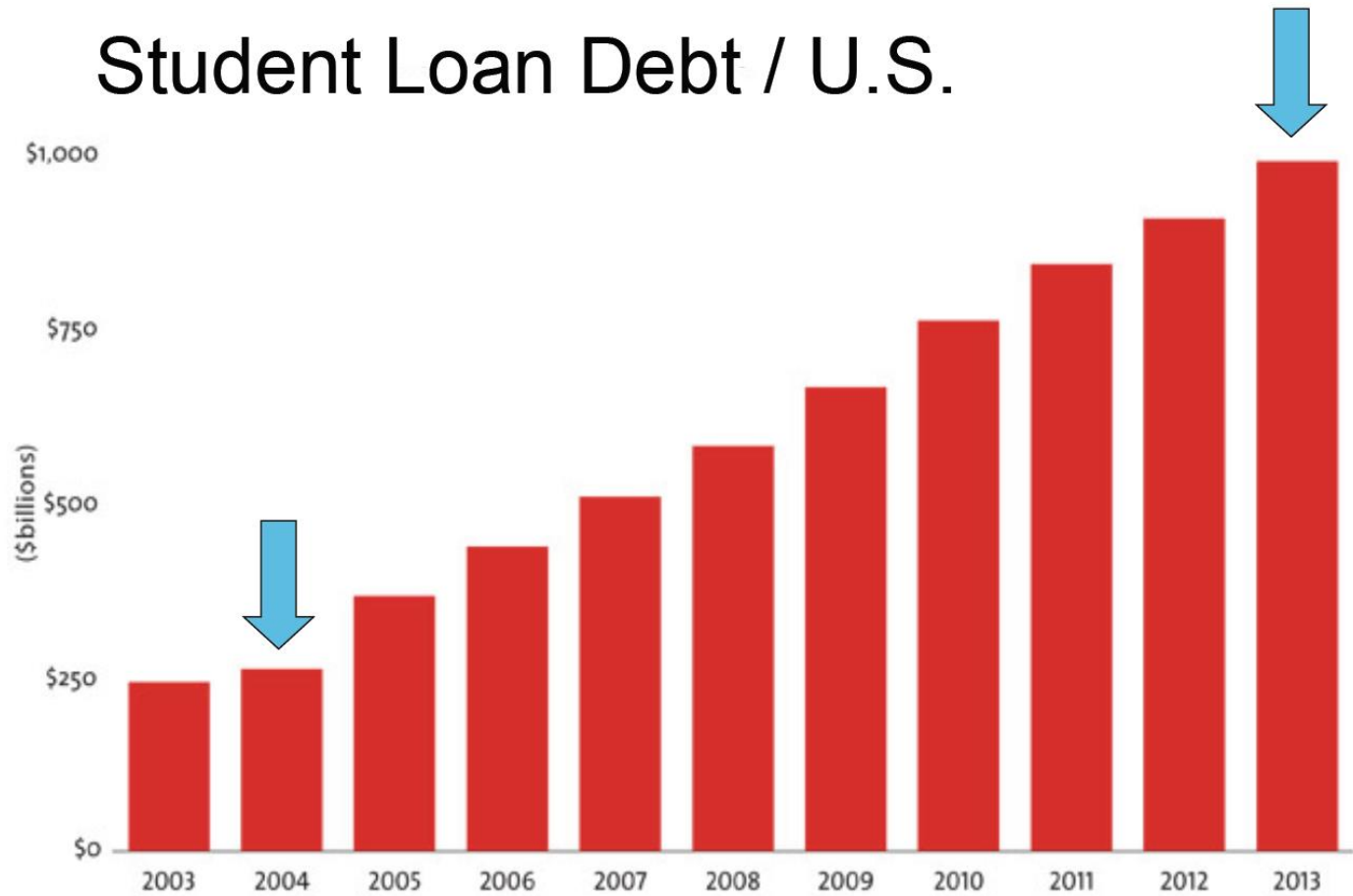
What is the Apprenticeship Initiative?

- The Registered Apprenticeship College Consortium (RACC). RACC is a national effort sponsored by the federal Department of Labor (DOL) and the Department of Education to facilitate the articulation of Registered Apprenticeship certificates for college credit.
  - RACC currently has over 100 community colleges or community college districts as members.
  - Approximately 15 of those 100+ are California Community Colleges.
  - The RACC affiliation may help a college to develop the network necessary to apply for a grant under the recently announced $100M American Apprenticeship Grant
  - Reasons for community colleges to join the RACC are:
    - Creates a pathway for local Apprenticeship graduates to earn an AA/AS or bachelors' degree by leveraging prior learning
    - Creates a new source of local degree seekers who are invested in completing a degree program
    - Strengthens the relationship between colleges and local apprenticeship programs
    - Enhances the potential for participation in funding opportunities such as the $100 million American Apprenticeship Grant
    - Aligns with colleges efforts to create Prior Learning Assessment opportunities for Veterans

What is the Career Pathways Initiative?

- A career pathway is a series of articulated courses, training programs and/or educational services that enables students, often while they are working, to advance over time to successively higher levels of employment and education in a given industry or occupational sector.
- The Board of Governors Task Force will be asked to consider strategies and recommend policies and practices that would:
  - Prepare students for high-value jobs that currently exist in the State,
  - Position California's regions to attract high-value jobs in key industry sectors from other states and around the globe,
  - Create more jobs through workforce training that enables small business development, and
  - Finance these initiatives by braiding existing state and federal resources.
- The Career Pathways Trust provides:
  - Competitive grants to create innovative programs and partnerships linking rigorous academic standards to career pathways in high-need and high-growth sectors of the economy.
  - Through curriculum that's relevant to career interests, students will be more engaged and less likely to drop out of school while gaining better preparation for the workforce.

Where does Change come from?

Where does Change come from?

- What is Change?
- What is the Theory of Change?
- Where does "Change" come from?
- The Characteristics of a Winning Culture

What is Change?

What is the definition of Change?

Change

- Verb:
    1) Make or become different
    2) Take or use another instead of
- Noun:
    1) The act or instance of making or being different
    2) Coins as opposed to paper currency

What is the Theory of Change?

A Theory of Change is a specific and measurable description of a social change initiative that forms the basis for strategic planning, ongoing decision making and evaluation.

It differs from any another method of describing initiatives in a few ways:

- It shows a casual, yet changeable (responsive) pathway.
- It requires you to articulate and test assumptions.
- It changes the way of thinking about initiatives from what you are doing to what you want to achieve and starts there.

Theory of Change (cont'd)

- Defines building blocks required to bring about a given long term goal.
    - These connected building blocks are interchangeably referred to as outcomes, results, accomplishments, or preconditions.
    - They are depicted on a pathway or framework which is a graphic representation of the change process
- Is, in part, based on the assumptions made:
    - Assumptions that stakeholders used to explain connections between short, mid-term and long-term outcomes and how the interventions will help them occur.
    - Assumptions are often supported by research to strengthen that the stated goals will be accomplished

Where Does Change Come From?

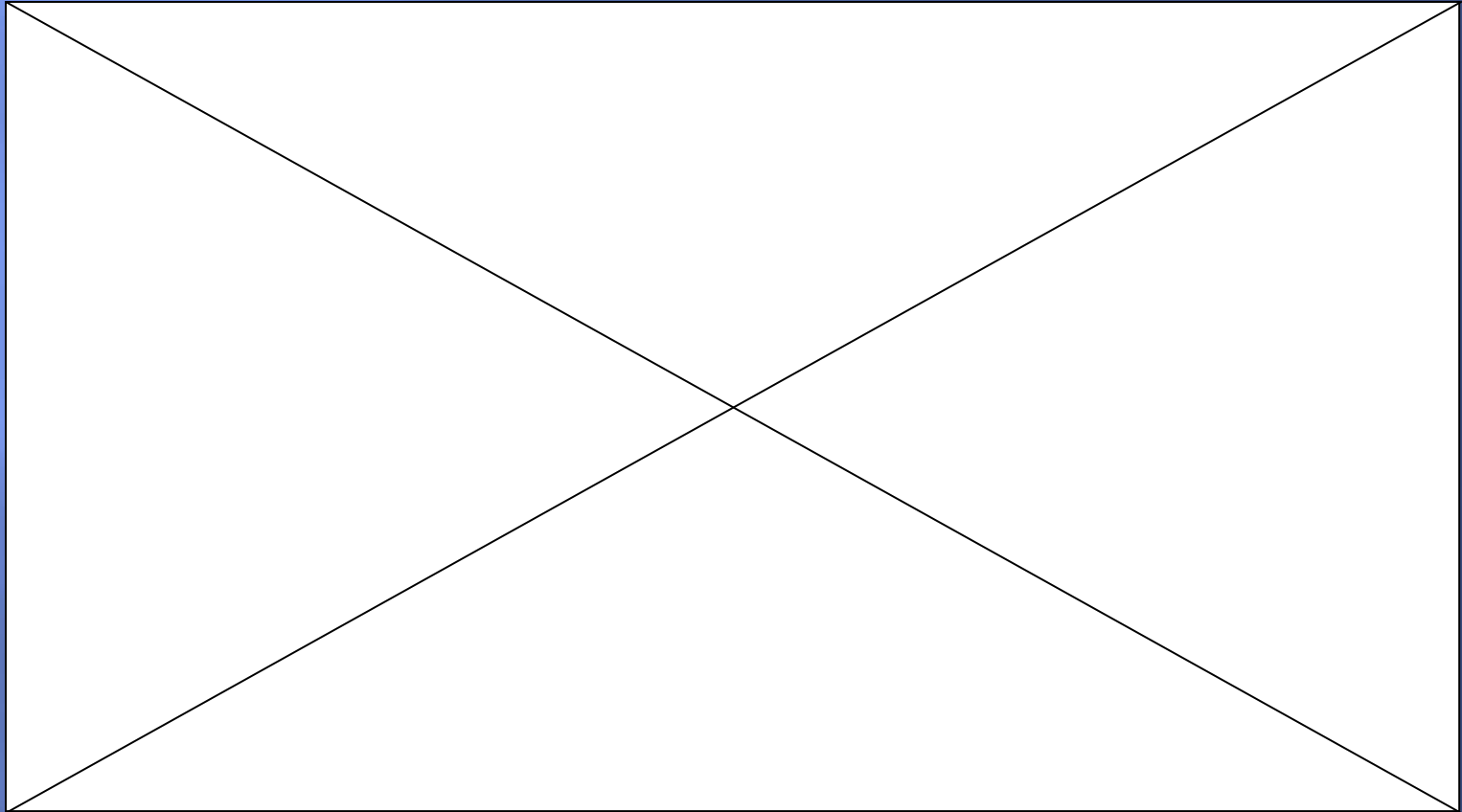# Where does "Change" come from?

Inside

- People who are doing the job
- Functional Priorities
- Organizational Structure
- People and their talents
- Leadership

Outside

- External expectation
- Targets
- Demands
- Policies & Priorities
- The Workforce
- Opportunities

It sneaks up on us.

New Idea

How does our reaction to change determine the outcome?

- As with anything we face in life, our attitude often determines the outcome.

- Plan with an open mind, look to see what's ahead and know that what you do makes an impact.

- Although people differ in initial talent, aptitude, interest and temperament, everyone can grow through application and experience.

Shakespeare said *"the tale of one's life begins when they are born"*.

- We all start out essentially the same as children:
  - Bold
  - Curious
  - Expressive
  - Experimenting
  - Trying
  - Dreaming
  - Believing
- That sense of limitless imagination leads children to invent the most amazing stories.
- We become what we tell ourselves

Attitude
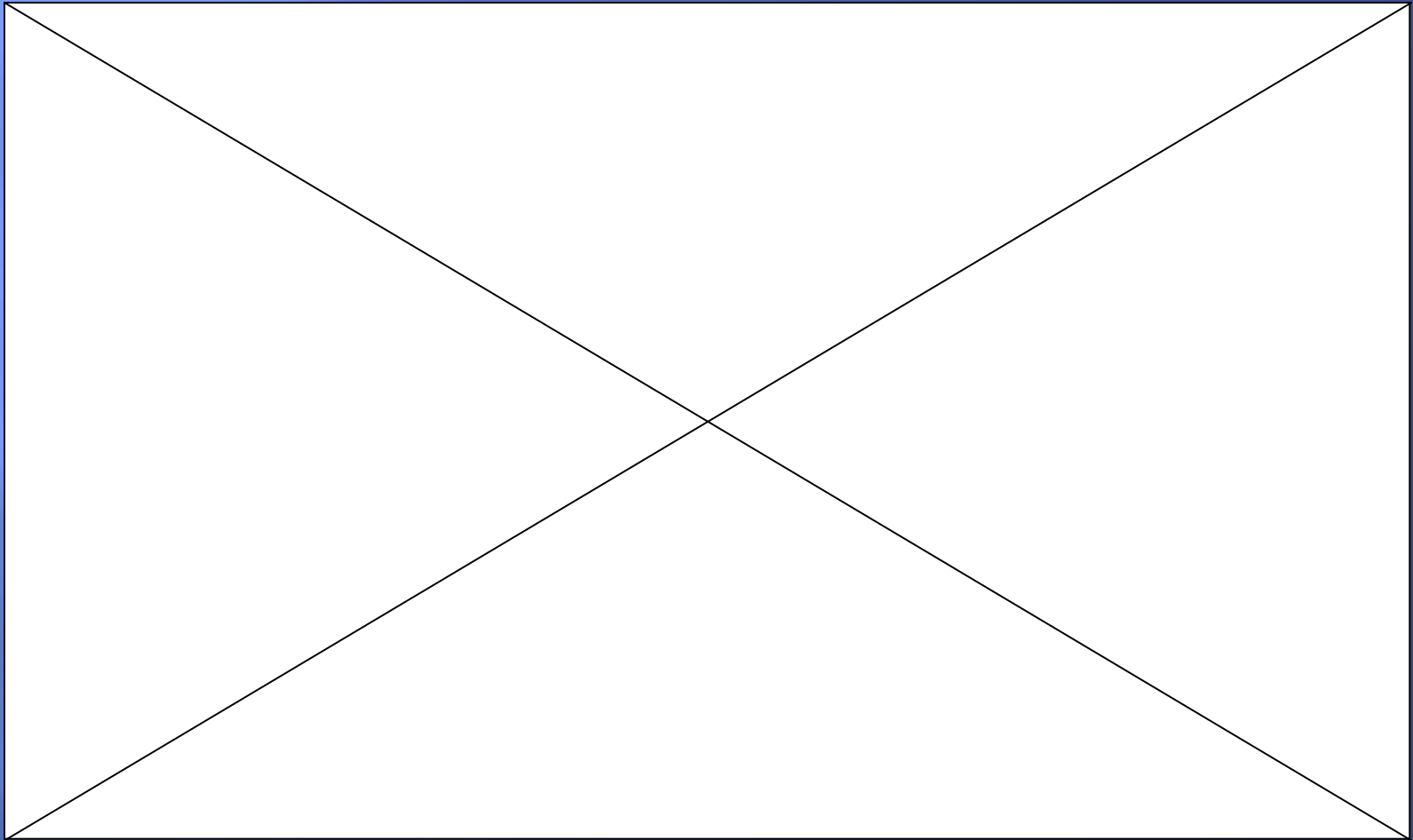
"find a fresh perspective, get a fresh look, make a new beginning."
      ~Steve Uzelle

What is the Bottom Line?

A Theory of Change provides a roadmap to get from here to there.

If the roadmap works, you have a great change of making the change in the world you set out to make and of demonstrating your success and lessons across the way.

The Characteristics of a Winning Culture

What are the Characteristics of a Winning Culture?

Standards unique to each place set the stage for the behavior of those involved, how people communicate, how they relate and how they build the case.

- ▣ Learning opportunities
- ▣ Talents of employees
- ▣ Sense of Community

All are critical to the ability to thrive as shapers of our future.

# How do you motivate and encourage willingness?

- Create a pleasant atmosphere
- Provide opportunities for interaction
- Employ a recognition system and celebrate results
- Provide professional learning opportunities
- Communicate well
- Be accountable
- Solve problems promptly
- Communicate constantly

Create a pleasant atmosphere

- SMILE and involve people versus shutting them out.

- Leave your personal problems at home.

- Atmosphere matters.

- Attitude matters.

Possible
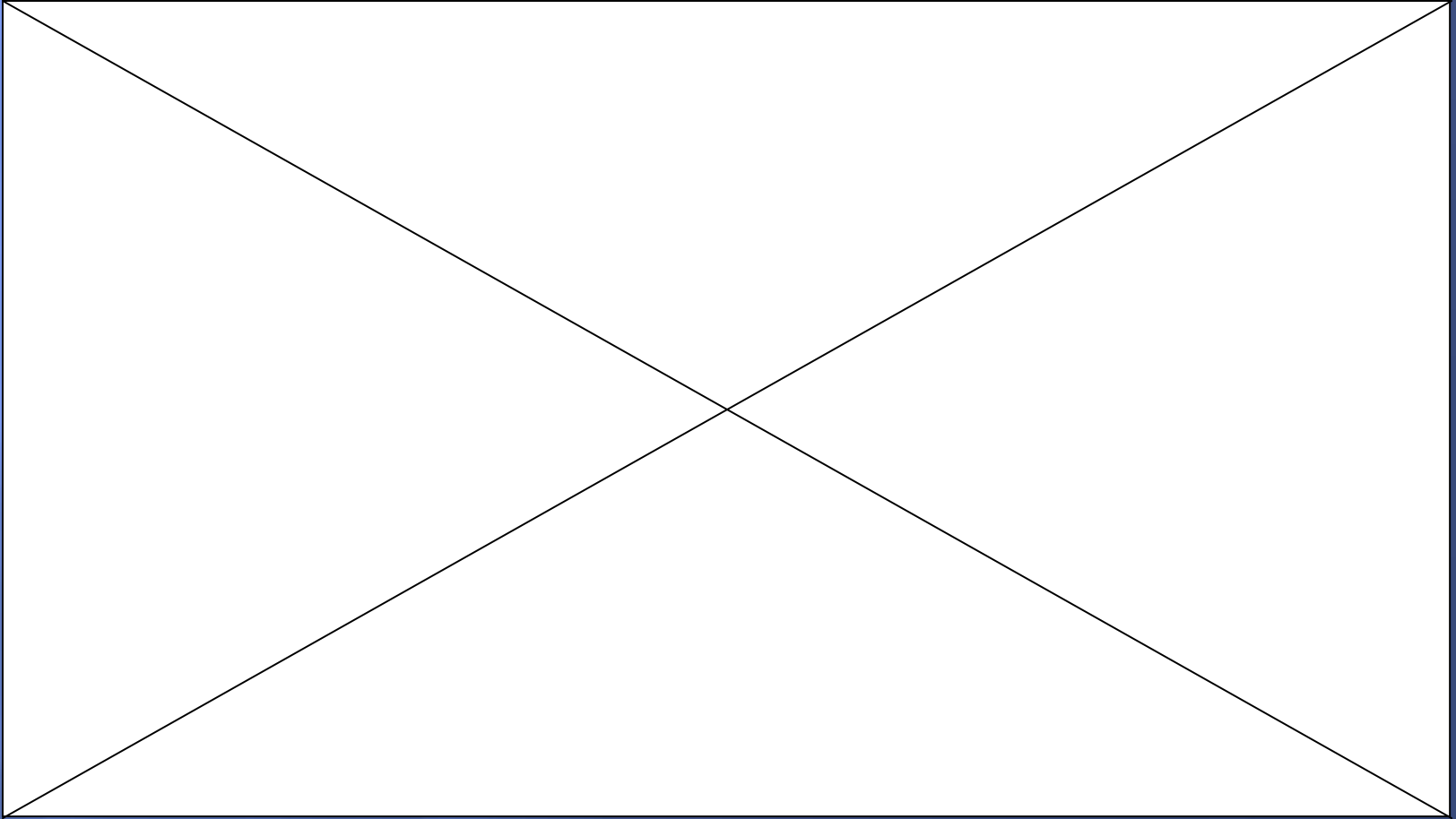
Provide social opportunities

- Offer social events
- Concentrate on Interpersonal Effectiveness
- Enhance morale

Institute a reward system

- Recognize others
- Create leadership chances
- Celebrate results

Provide professional recognition and development opportunities

- Provide training
- Encourage practice
- Form strategic partnerships
- Mentor others
- Create a learning environment
- Expect the best

Communicate well

- Listen and put things in context.
- Provide feedback.
- Give opportunities to participate.
- Discuss the key points.

Be accountable

- Be clear about what you will do
- Explain the expectations of others
- Be accountable
- Close the communication gaps

Solve problems promptly

- Don't let morale killers take over
- Deal with buzz killers
- Never embarrass or attack someone in public
- Be accountable
- Propose solutions
- Lose the excuses

Communicate Constantly!

- Engagement and opinions matter
- Take action and communicate
- Put your ego aside
- Be respectful of others
- Have fun!

The Fun Theory of Change
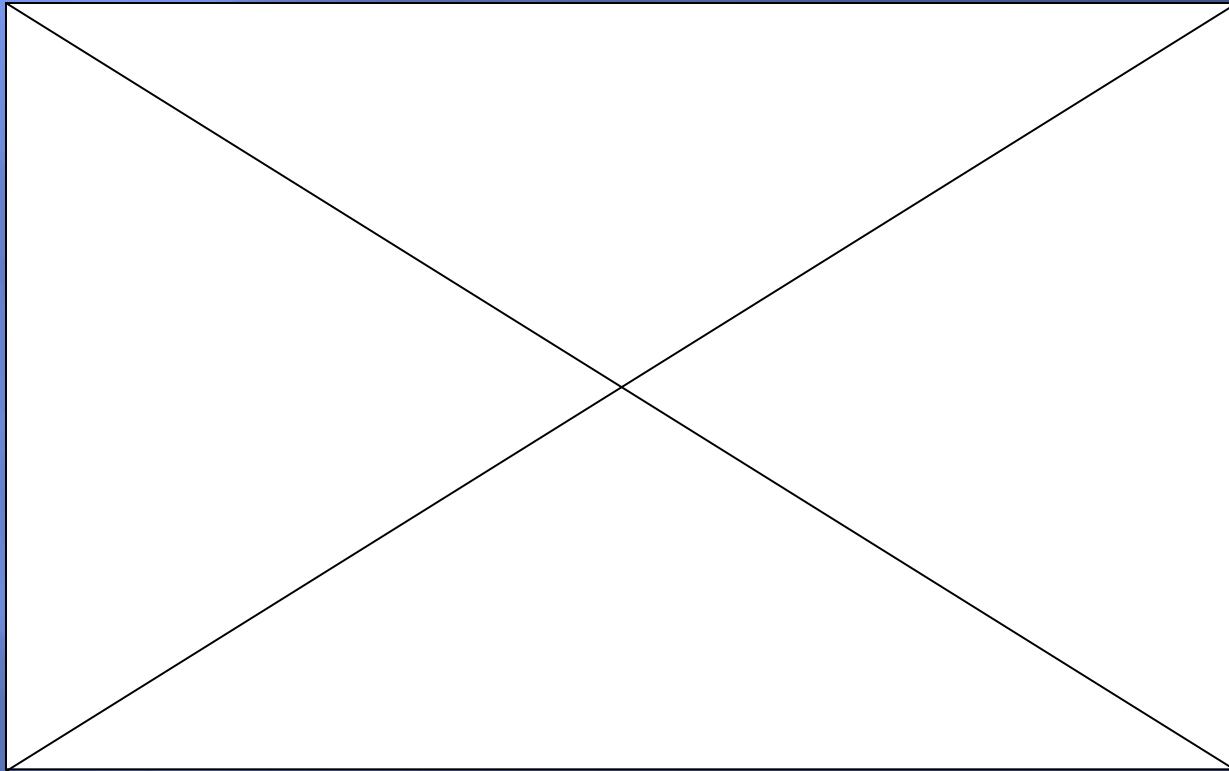
How Do We Move From Idea To Action?

Move From Idea to Action

- Generate Input
- Identify Barriers/Obstacles
- Group Activity
- Get Started

We generate input via…

- Interest Surveys & Data Analysis
- Department Plans & Process
- Environmental Scans
- Committee Recommendations & Outlines
- Community Input & Surveys
- Focus Groups
- Community Advisory Committees
- Student Feedback
- Partner Feedback

Identify Barriers/Obstacles

Group Activity

If you fail to plan, you plan to fail

Get Started

We need to look every day for confirmation of that connection to *what truly inspires us.*

When You are Doing the Work You are Meant to do, it Feels Right

- Feelings are really your GPS for life.
- When you're supposed to do something, or not supposed to do something, your own internal emotional guidance systems lets you know.
- Check your ego at the door and start checking your gut instead.
- Every right decision I ever made has come from my gut and every wrong decision I have ever made was a result of me not listening to the greater voice of myself.
- If it doesn't feel right, don't do it.

Leadership is the art of getting someone else to do something you want done because he wants to do it.

- Dwight D. Eisenhower

Leaders

- Courageous Leaders
  - Traits of Courageous Leaders
  - Challenge your Fears
  - Opportunities and yourself
  - Connective Leaders

"Men make history, and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better."

- Harry S. Truman

Leadership involves remembering past mistakes, an analysis of today's achievements, and a well-grounded imagination in visualizing the problem of the future.

-    *Stanley C. Allyn*

(and solving them!)

Courageous Leaders

Courageous Leaders*

- These are the times that call for bold, confident, courageous leadership.

- Courageous leaders are in high demand and short supply these days.

- Those with the guts to step forward, take some risks and lead change during downturns will be the winners as the economy rebounds.

*Susan Tardanico, CEO of the Authentic Leadership Alliance and Executive in Residence at the Center for Creative Leadership.

Traits of Courageous Leaders

10 Traits of Courageous Leaders*

1. **Confront reality head-on.** Only by knowing the true current state can you lead your team to a better place.

2. **Seek feedback and listen.** Unfiltered 360- degree feedback is not always easy to hear, but it can breathe new life into your relationships and leadership style if you listen and act.

3. **Say what needs to be said.** Having crucial conversations helps cut through the smoke and move through issues. This also means having the courage to put your opinions on the table, even if they are unpopular.

4. **Encourage push-back.** By encouraging constructive dissent and healthy debate, you reinforce the strength of the team and demonstrate that in the tension of diverse opinions lies a better answer.

5. **Take action on performance issues.** By taking swift action to reassign or exit underperforming employees, you are helping yourself, the team and organization.

Susan Tardanico, CEO of the Authentic Leadership Alliance and Executive in Residence at the Center for Creative Leadership.

10 Traits of Courageous Leaders*

6. **Communicate openly and frequently.** Courageous leaders refuse to hide behind jargon and wiggle-words – they use straight-talk and are not afraid to say "I don't know." They also share information instead of hoarding it.

7. **Lead change.** Envision a better way, a better solution, a better product – and approach it with determination and an open mind, knowing that it will be messy and that a mid-course correction may be necessary. You need to bring people along the change process for them to truly engage.

8. **Make decision and move forward.** Avoid the crutch of "analysis paralysis" and make the decision. Forward movement is always better that being stuck in place.

9. **Give credit to others.** A good leader takes more than their fair share of the blame and less than their fair share of the credit.

10. **Hold people (and yourself) accountable.** Accountability begins with you – holding yourself responsible for modeling the behaviors you expect of others.

Susan Tardanico, CEO of the Authentic Leadership Alliance and Executive in Residence at the Center for Creative Leadership.

Challenge your Fears

Challenge Your Fears

- Challenging your fears allows you to maximize your mind, body, heart and soul and live your best life in an integrated way.

- Stretch yourself. See how you can you achieve more, set bigger goals, explore your own limits, and then go beyond them.

- Create an inspirational haven for yourself that triggers you to action.

- Then back it up with action and form a vision of who you want to be.

- Don't settle for the limits that other people place on you.

Courage
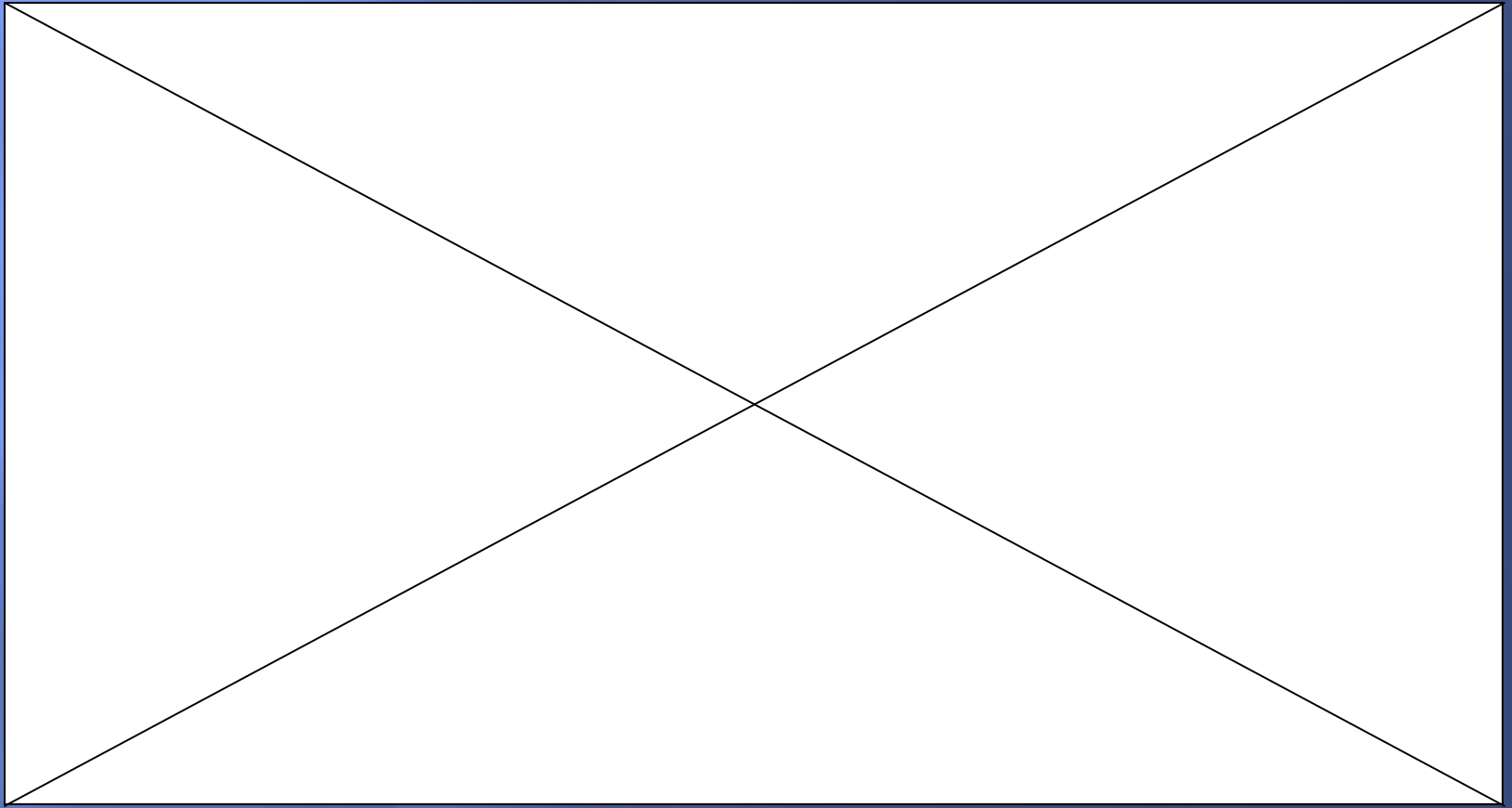
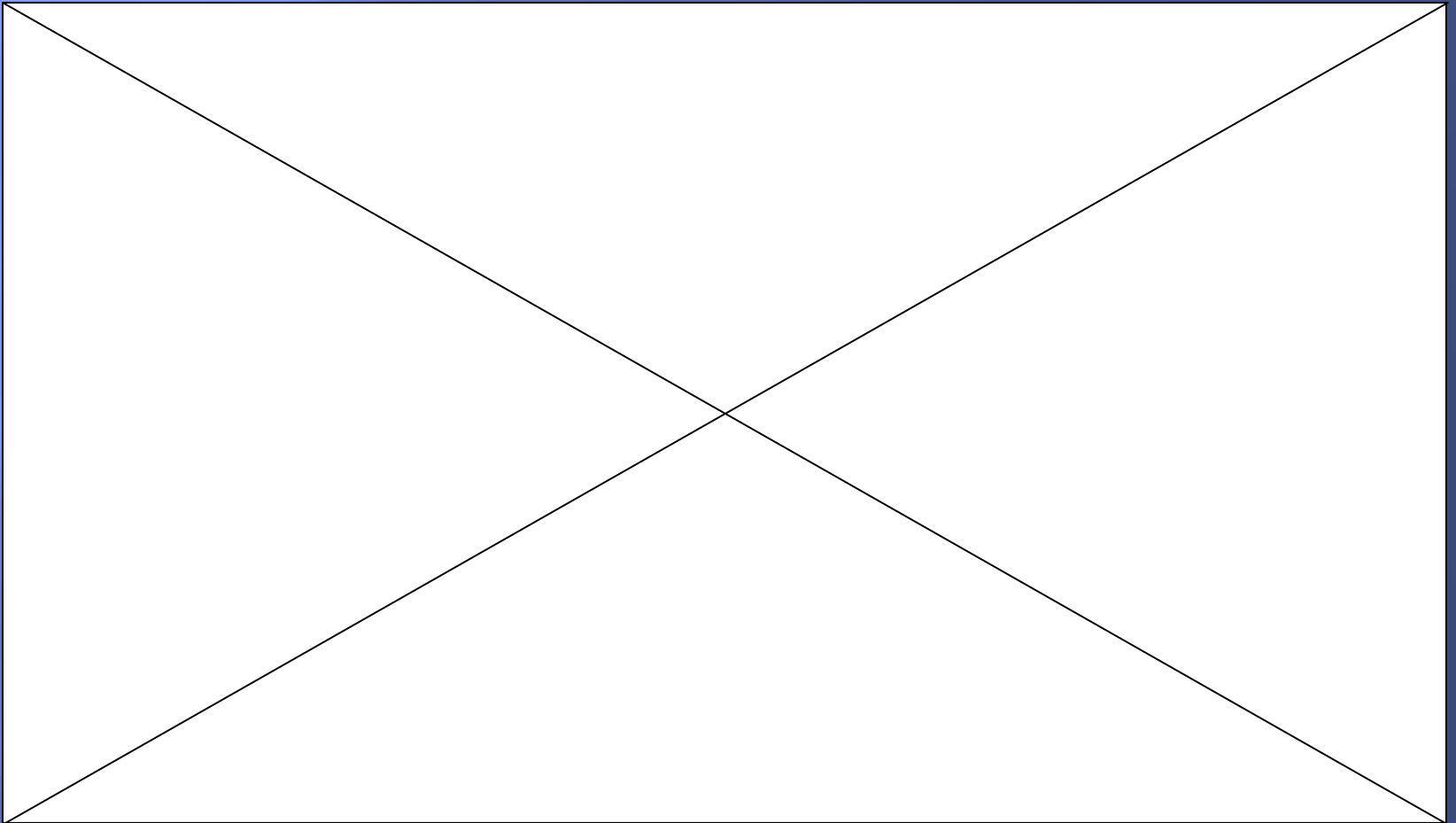# Step out of your comfort zone!

- Don't wait around for others to do something and take action.
- Get out of your comfort zone and try something different.
- It can be something simple, or it can be something complicated.
- Get yourself out there!
- Think, "what if I did" rather than "next time".

Comfort Zone

Opportunities and Yourself

Focus on Opportunities
Be Positive, Believe in Yourself

Don't let anything deter you from those first, next steps:

- Believe in you.

- Know you can figure it out.

- Don't panic, as you have unlimited abundance of opportunities before you.

- Don't spend too much time trying to choose the perfect opportunity that you miss the **right** opportunity.

Empower Yourself

- Trust your own abilities and rely on your own skills.

- Remember, the only person's behavior that you can change is **yours.**

- Stop expecting others to behave in a certain way.

- Pay attention, no day dreaming. The only thing that's constant on your journey is that nothing will be the same the next moment as it was the previous one.

- Learn to be versatile.

- Let your desire drive you and don't be afraid to take risks.

Empower
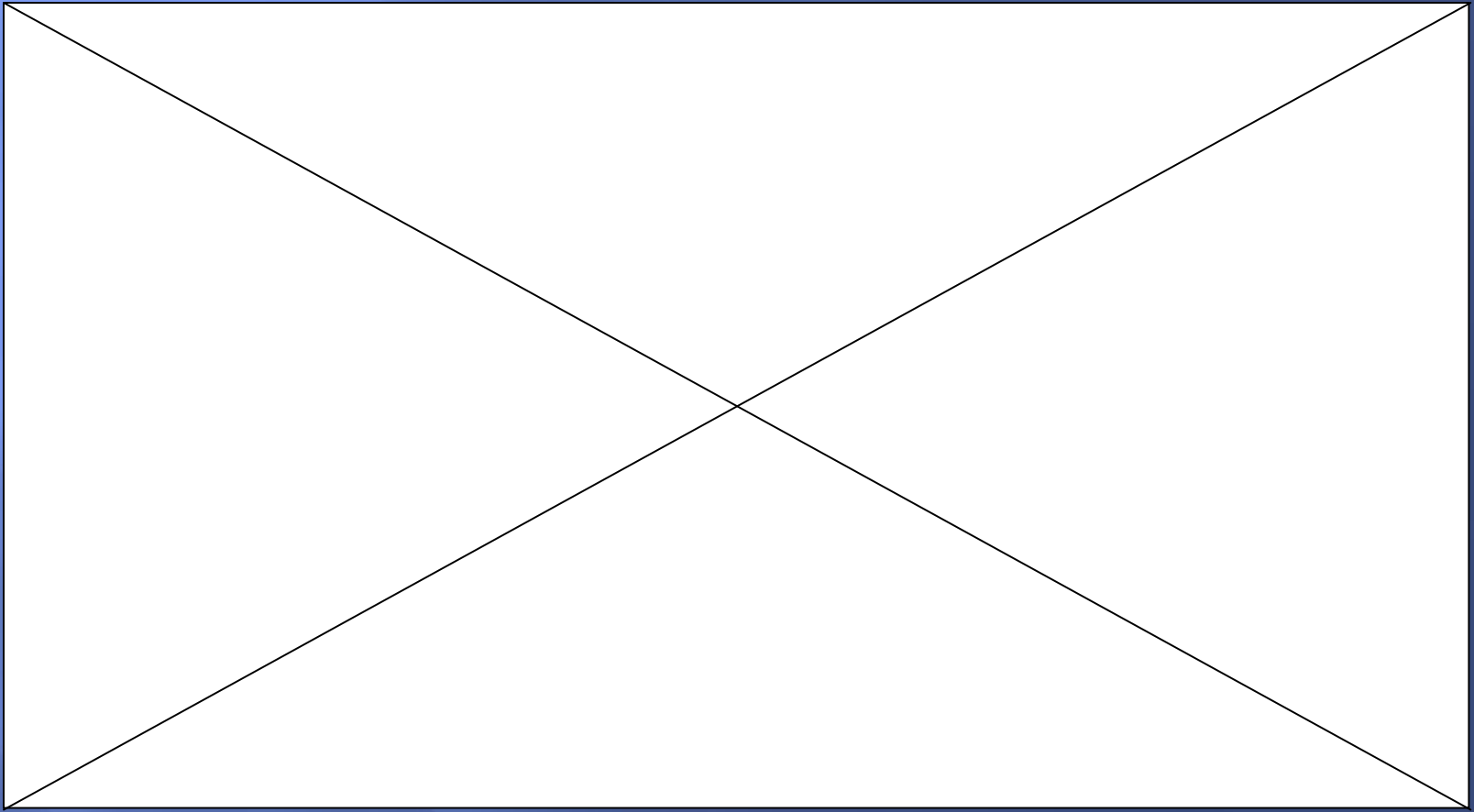
"Great people do things before they're ready. They do things before they know they can do it. Doing what you're afraid of, getting out of your comfort zone, taking risks like that – that is what life is. You might be really good. You might find out something about yourself that's really special and if you're not good, who cares? You tried something. Now you know something about yourself.

- Amy Poehler

Connective Leadership

The path to the right solution is being in the right place at the right time and knowing you are where you could be.

New Challenges for Leaders – Leading in a "Connected" Era

- Shorter and shorter timelines - speed and agility are essential
- The need for new ways of diagnosing and solving problems
- The need to forge new solutions since other have become obsolete
- Competency in envisioning and achieving goals stretching beyond the initial problem, beyond organizational walls
- The need to think for the long term despite uncertainties about the future
- The need to be interdependent and involve perspective early on
- The ability to dialog and negotiate with familiar and unfamiliar people and groups
- The ability to face un-paralled ethical dilemmas, unimagined circumstances, relationships and opportunities

Move from Manipulative Machiavellianism

- Use many strategies to navigate difficulties.
- Foster a total system view.
- Emphasize similarities rather than politics of difference.
- Form functional coalitions.
- Discourage egos, eliminate the need to avoid tripping over them.
- Join forces, persuade, and negotiate to build bridges.
- Join forces with former opponents.

Promote and Embrace Authenticity and Accountability

- Foster belief and credibility in the person who is leading, not the role
- Abandon personal glory
- Be responsive (be accountable) to explain to others
- Authenticity and accountability block unethical irresponsible and thoughtless action

Building Community: The Politics of Commonalities

- Enhance a sense of belonging
- Everyone needs to win some of the time
- People create opportunities for people to engage and contribute
- Impersonal technology that drives interdependence, sense of being is needed
- Take a wide view of what is needed and who needs what
- Forego competitive zero-sum games, so everyone can win

Adopt a Long Term Perspective

- Connective Leadership requires us to look at the continuum. It:
    - Includes opportunities to respond to unanticipated events.
    - Demands we move past one's ego.
    - Necessitates that we grow new leaders and build in a strong succession mechanism.
    - Challenges us to nourish and grow others.

Leadership through Expectation: Entrusting & Enabling to create more than the sum of the parts.

How do we do that?

- Encourage wide, broad participation.
- Spread leadership role and entrust responsibility: confidence and performance go hand-in-hand.
- Expand abilities by entrusting others with challenging tasks and redirect issues of diversity and inter-dependence so they work together.
- Join vision to the dreams of others by connecting and communicating rather than dividing and conquering.
- Strive to overcome mutual problems instead of pivoting people against people.
- Encourage others to assume responsibilities at every level.
- Encourage collaboration, not competition: avoid the creation of dynasties.
- Demonstrate authenticity vs. ego.
- Be willing to do what you ask others to do.
- Serve others, not yourself: Focus more on service than on fulfilling "obligations".

Leaders and the Search for Life's Meaning

- Be aware of the rigors of leading and time demands to do so.
- Allow for a reasonable margin of failure.
- Value the good "near miss": effort matters.
- Create a climate of self-transcendence, encourage individualism that builds rather than fragments community.

The Personal Odyssey of the Search for Life's Meaning

- Most people dedicate themselves to learn, transcend finite limitations.

- So, we create opportunities.

- Individual development represents a focus on self as related to others.

- We do so by paying attention to larger problems, economic cycles, goods and services, national conflicts, environmental factors, homelessness and hunger.

- There are problems that stem from our own issues: we subconsciously deal with our own unconscious anxieties.

- By committing to enterprises with others, we reach beyond ourselves and reconcile to create diversity and interdependence with others.

- Paradoxically, as we immerse ourselves in causes for greater outcomes, we continually emerge as our most unique selves.

We Do So…In a Connective Way

- Connections among concepts, people, and the environments we find ourselves in are tightening. In order to accomplish their objectives, leaders must:

  - Communicate

  - Collaborate

  - Negotiate

  - Invent

Connective Leadership

- Connective Leadership gives leaders the tools to take three kinds of action:

  - To identify and choose styles that apply to unique situations.

  - To evaluate others on potential and that of others and match to situation.

  - To design new structures (processes and products that fit the behavioral needs of participants).

- Leaders whose repertoires are limited to the more traditional behaviors of dominating, and competing will be left behind.

- Connected leaders need an extensive set of strategies fueled by flexibility and confidence.

Our Challenge?

- Integrating and encouraging multiple visions and priorities

- Accepting ambiguity

- Assembling changing coalitions

- Helping possible followers become active constituents

- Balancing diversity and interdependence

- Moving from individualism to commonalities

- Solving pressing problems and inventing solutions (sometimes on demand)

Forging Community is not Easy

- It is not easy, it takes effort
- Committed leaders represent the last great hope for building community by:
  - Allowing room for others (inclusive vs exclusive)
  - Sharing resources (don't hoard them)
  - Projecting alternatives (don't be narrow)
  - Accepting challenges and change
  - Expecting character, not ego

Predictions about Innovation

- Short term coalitions are changing as quick as kaleidoscopes and will replace long term business alliances.

- Like Lego toys (easily assembled, pulled apart, reassembled into different structures) temporary structures will form, disband and reform with progress and need.

- Flexible, fast moving organizations extremely sensitive to change in the environment, will become the mode. We need to develop effective early-warning sessions and a capacity for rapid, adaptive responses, and a broad range of leadership capacities.

- Connections between organizations, departments, and leaders will take on a new importance to deal with shared, uncertain futures.
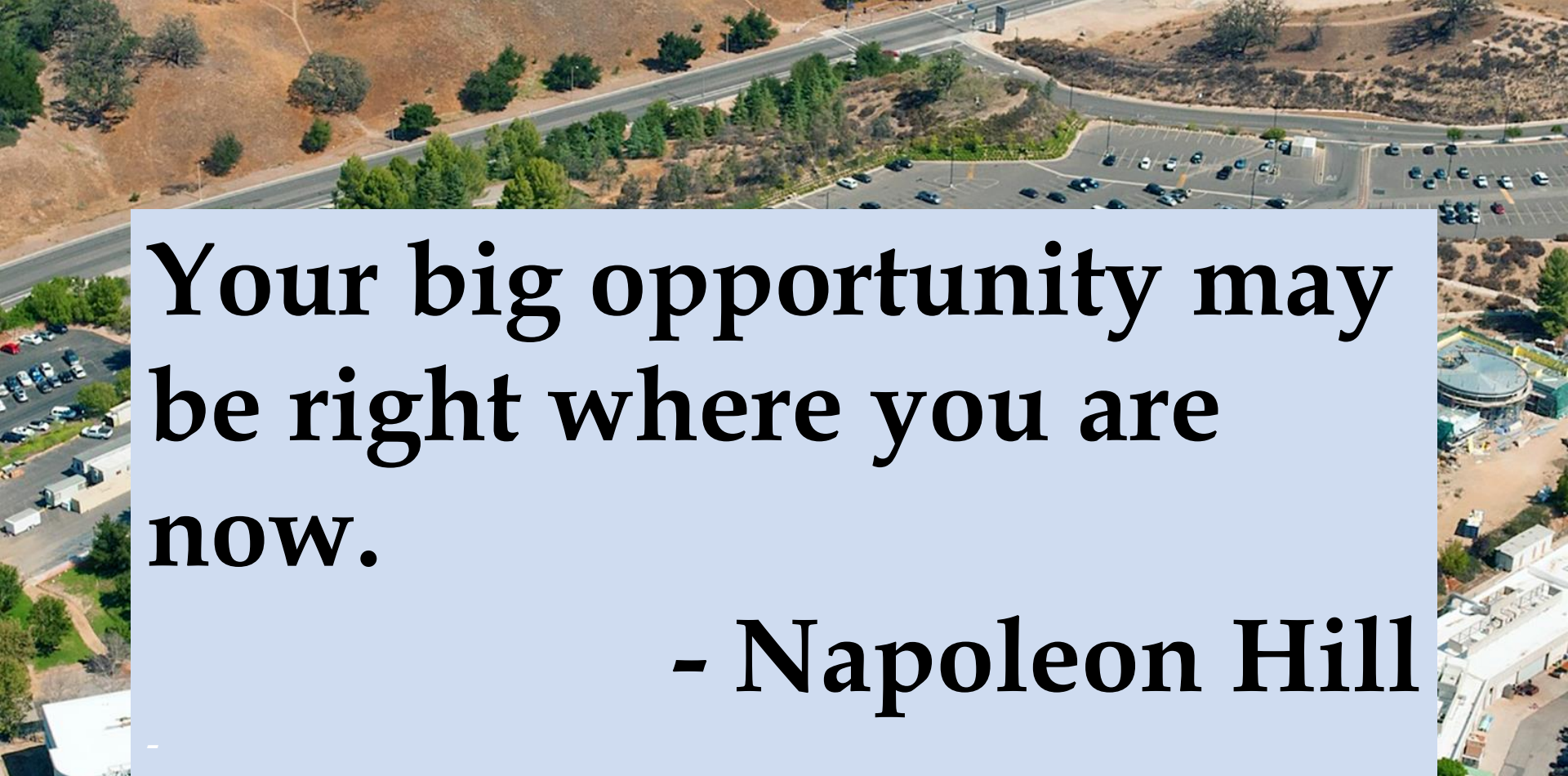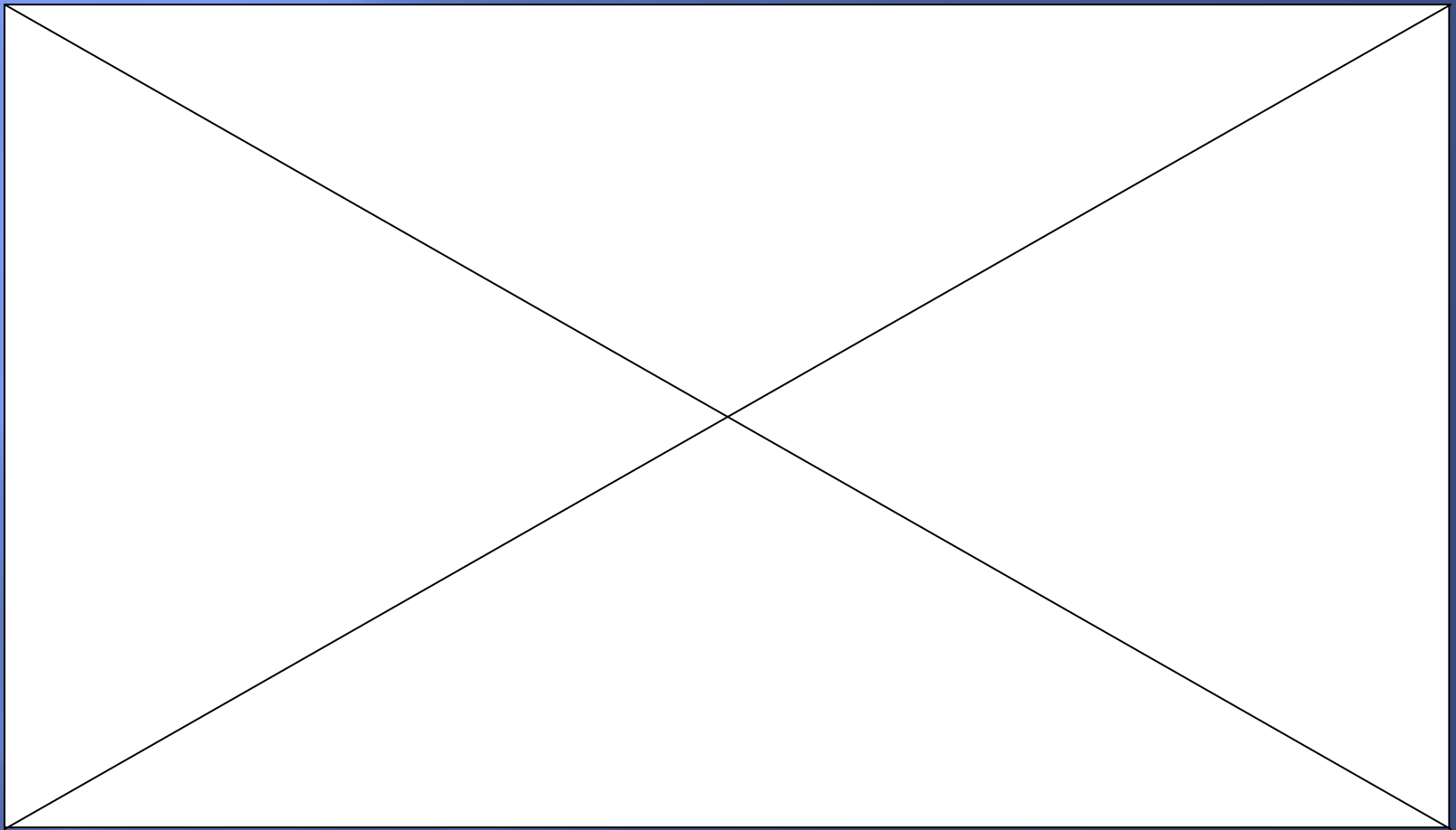
How Can We Help Shape The Future?

What Are The Big Ideas for COC?

Your big opportunity may be right where you are now.

- Napoleon Hill

What are the Big Ideas?

AB 86

Doing What Matters

3SP

Student Equity

Enhanced Access
- Growth
- Full Funding
- Delivery Modes (OEI)

Apprenticeship Plans

Workplace Learning Ideas

College
of the
Canyons

What's the big idea?

Summary

- Because organizational change ultimately impacts how people do their jobs.
  - New processes are done
  - New results will be accessed
  - People work differently
  - New products will impact how people do their jobs and work together
- We need to support individual employees impacted by transitions through their own transition.
- What excites you now may not be the same thing that excites you in 10, 15 or 25 years.
- You may find yourself wanting different challenges and opportunities.
- Be open to change, to reinventing yourself or your career. It can lead to amazing opportunities!

Questions?