ENROLLMENT MANAGEMENT:
WHAT IS IT; WHY DO WE DO IT; AND WHAT DOES IT IMPACT?

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WHAT WE WILL COVER…

- What is Enrollment Management?

- What Enrollment Management is not?

- Why does Enrollment Management Matter?

- What is the impact of state funding formulas and growth factors on local district operations?

- What are the barriers that get in the way?

- Where does Enrollment Management fit as a strategy to enhance your district's effectiveness and service to its local community?

- How do you reinvigorate and improve our Enrollment Management at the local level?

- What strategies have worked?

- How can you lead Enrollment Management as a strategy while enhancing your district's effectiveness and service to its local community?

What is Enrollment Management?

ENROLLMENT MANAGEMENT is an integrated planning function that is both impacted by many processes in the district and, at the same time, conversely impacts decisions the District makes.

ENROLLMENT MANAGEMENT IS AN INTEGRATED PROCESS FOR:

- ✓ Sustaining and improving access to quality instruction;

- ✓ Addressing and meeting the goals and priorities of the College;

- ✓ Being accountable for the responsible integration, timing and management of fiscal resources, physical plant, human resources, program and facilities development.

- ✓ Working to meet the system's goals of completion, success and workforce training.

ENROLLMENT MANAGEMENT IS PART OF MOST DECISIONS WE MAKE -

Comprehensive enrollment management is what we do on a daily basis across our colleges

- It is the means of meeting the community college mission, as well as:
  - ❖ Addressing the instructional and student services needs of students;
  - ❖ Fulfilling transfer, workforce preparation, and basic skills demands via course and program delivery in a timely manner;
  - ❖ Hitting FTES targets;
  - ❖ Building sustainability;
  - ❖ Shaping the change needed to be responsive to our colleges and the communities we serve; and
  - ❖ Achieving revenue targets, maximizing revenue generating opportunities, and ensuring fiscal stability.

Enrollment Management promotes student access & success

- It is the means of meeting the Board of Governors' *Vision for Success*:

  ❖ In September 2017, the Board of Governors adopted a new vision statement and bold goals to advance student success and equity.

  ❖ Our ability to remain economically and socially prosperous depend on CCCs achieving the following goals addressed in the Board of Governor's Vision for Success:

    - Increasing the number of degrees and certificates by 20%,

    - Increasing the number of CSU and UC transfers by 35%,

    - Decreasing the number of excess units,

    - Closing equity gaps, and

    - Closing regional achievement gaps.

  ❖ Increasingly state leaders are focused on our results – as measured by hard data about student success and equity.
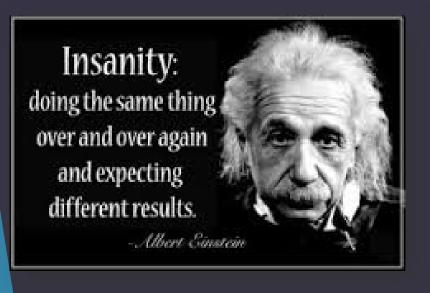

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ENROLLMENT MANAGEMENT MEANS THAT -

- We are constantly updating; assessing viability and our vision to fill gaps of need;

- We pursue and naturally ask ourselves routinely – who are we not serving that we should be?

- We look at how and with whom we are expanding access by creating opportunities;

- We need to be flexible, open minded, and respond quickly to evolving, ever-changing, and emerging variables.

What Enrollment Management is not…

ENROLLMENT MANAGEMENT IS NOT...

Insanity: doing the same thing over and over again and expecting different results.
—Albert Einstein

- Adding classes randomly to generate more FTES
- Chasing FTES
- Doing the same thing over and over for the same population and hoping for the best
- Allowing structure and past practice to dictate and delimit our actions because it has never been done before
- Doing things the same way they have been done because it is secure even if it is not relevant, responsive, nor current

Why Does Enrollment Management Matter?

The Ripple Effect of
Enrollment Management…

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CHANGE IS HAPPENING ALL AROUND US....

And Moving faster than most of us can imagine!

And, we need to keep up!

The Ripple Effect

Outside Influences
The Education Sector
Trends & Themes
Community College Initiatives
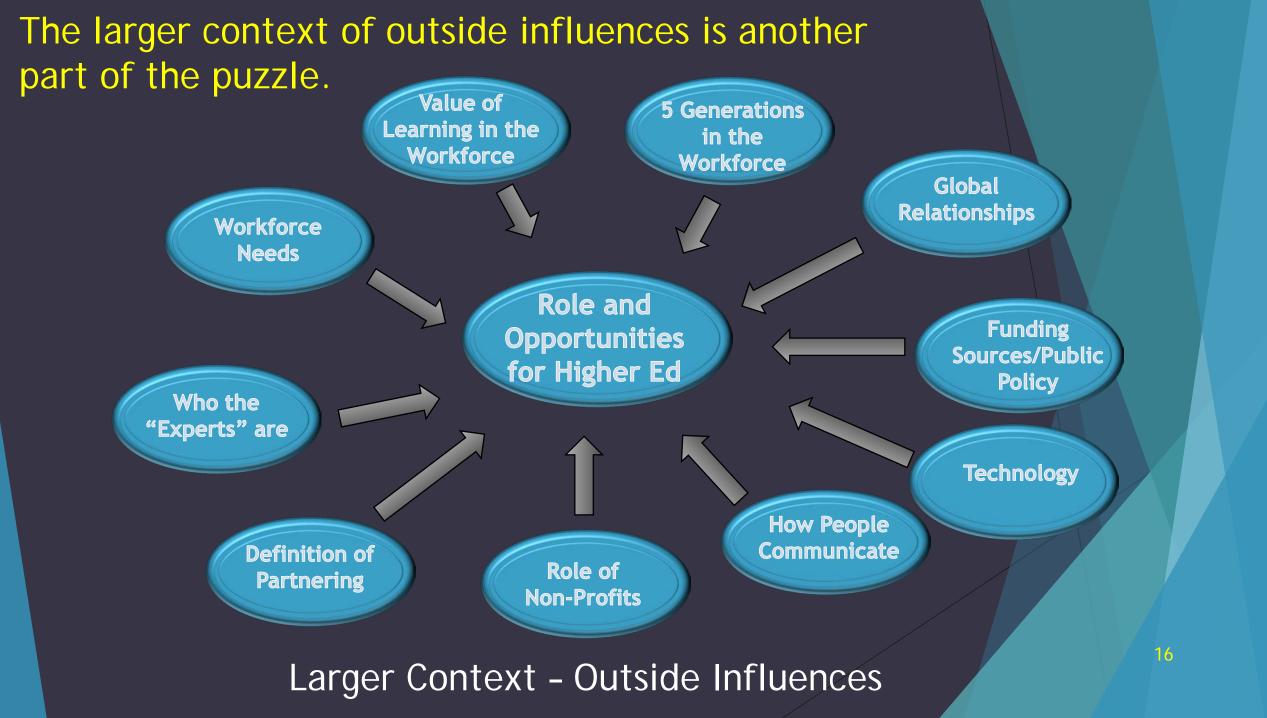Planning

ONE SMALL CHANGE

CAN HAVE AN ENORMOUS IMPACT

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Enrollment Management demands that we work to fit all the Pieces of the Puzzle Together…

Outside Influences

Higher Education Factors

Impact of Planning and Doing

Community College Initiatives & Factors

Correlation of System Trends & Themes
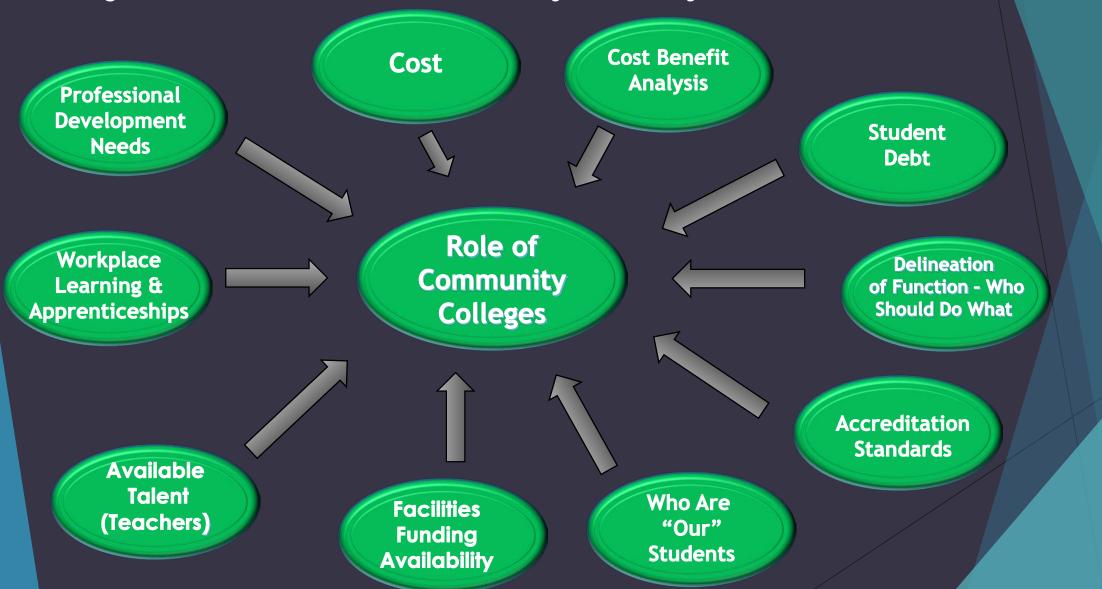
Don't get too comfortable…

Remember, the pieces of the puzzle change constantly!

Bringing the Key Elements Together Makes the Organization More Organized, Cohesive and Stronger

The larger context of outside influences is another part of the puzzle.

Value of Learning in the Workforce

5 Generations in the Workforce

Global Relationships

Workforce Needs

Role and Opportunities for Higher Ed

Funding Sources/Public Policy

Who the "Experts" are

Technology

Definition of Partnering

Role of Non-Profits
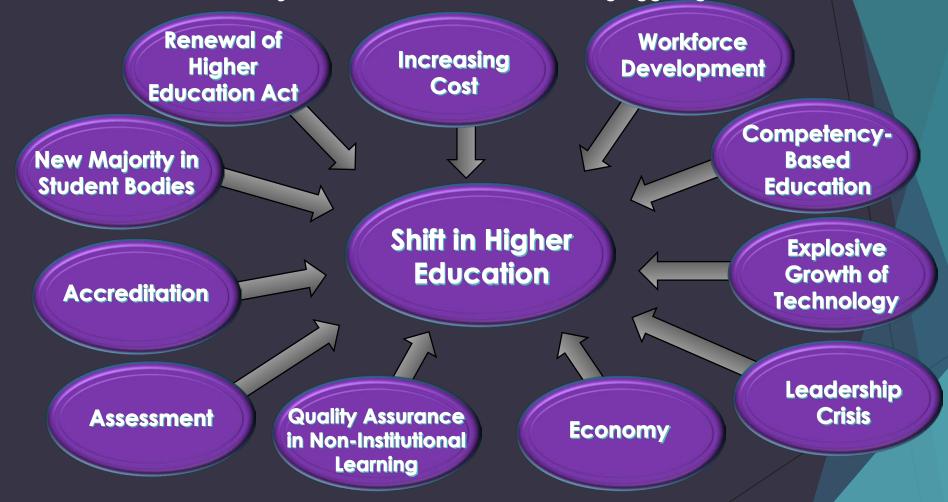
How People Communicate

Larger Context – Outside Influences

AND THEN WE HAVE THE COMMUNITY COLLEGE SYSTEM:
Higher Education factors currently are a layer at the **federal** level.

Cost

Cost Benefit Analysis

Professional Development Needs

Student Debt

Workplace Learning & Apprenticeships

Role of Community Colleges

Delineation of Function – Who Should Do What

Available Talent (Teachers)

Accreditation Standards

Facilities Funding Availability
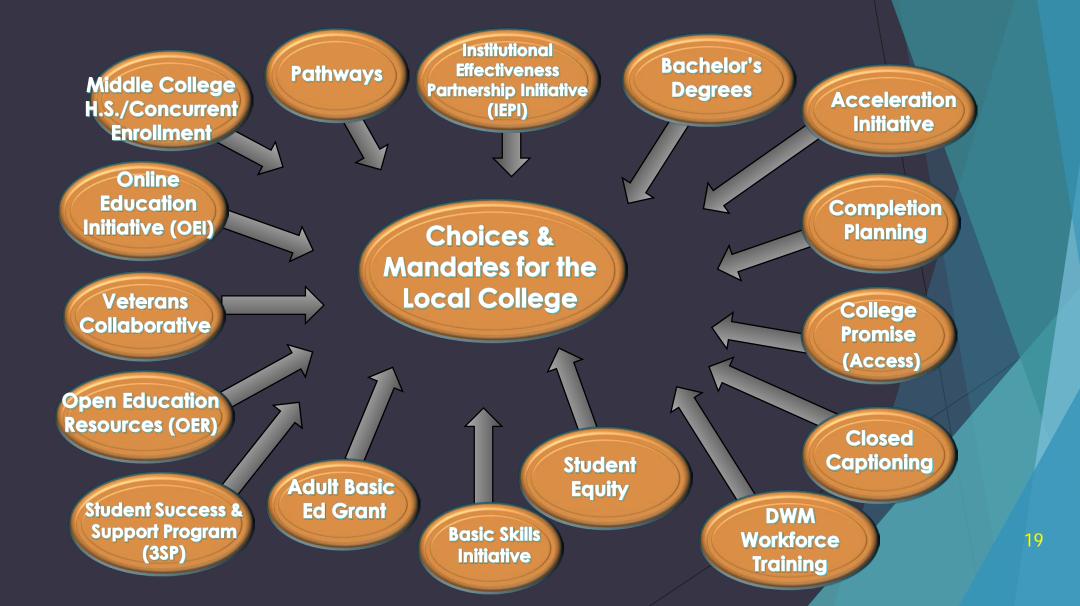
Who Are "Our" Students

And, as we continue to evolve and develop the CCCCO System - Our Reality changes monthly:

Correlation of System Trends & Themes is juggling act indeed!

- Renewal of Higher Education Act
- Increasing Cost
- Workforce Development
- New Majority in Student Bodies
- Competency-Based Education
- Accreditation
- Explosive Growth of Technology
- Assessment
- Quality Assurance in Non-Institutional Learning
- Economy
- Leadership Crisis

Shift in Higher Education

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

WHAT ARE SOME OF THE COMMUNITY COLLEGE INITIATIVES AND FACTORS THAT IMPACT HOW WE APPROACH ENROLLMENT MANAGEMENT?

Choices & Mandates for the Local College

- Middle College H.S./Concurrent Enrollment
- Pathways
- Institutional Effectiveness Partnership Initiative (IEPI)
- Bachelor's Degrees
- Acceleration Initiative
- Online Education Initiative (OEI)
- Completion Planning
- Veterans Collaborative
- College Promise (Access)
- Open Education Resources (OER)
- Closed Captioning
- Student Success & Support Program (3SP)
- Adult Basic Ed Grant
- Basic Skills Initiative
- Student Equity
- DWM Workforce Training

AS WE PREPARE TO THRIVE GOING FORWARD, WE MUST:

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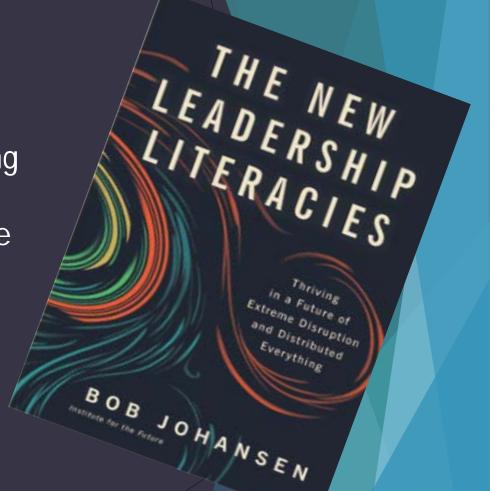- Make most of the constantly changing and evolving future, and
- Get ready for a future of collaboration, where the best leaders will develop foresight!
- Be clear, not certain!

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

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THE FUTURE

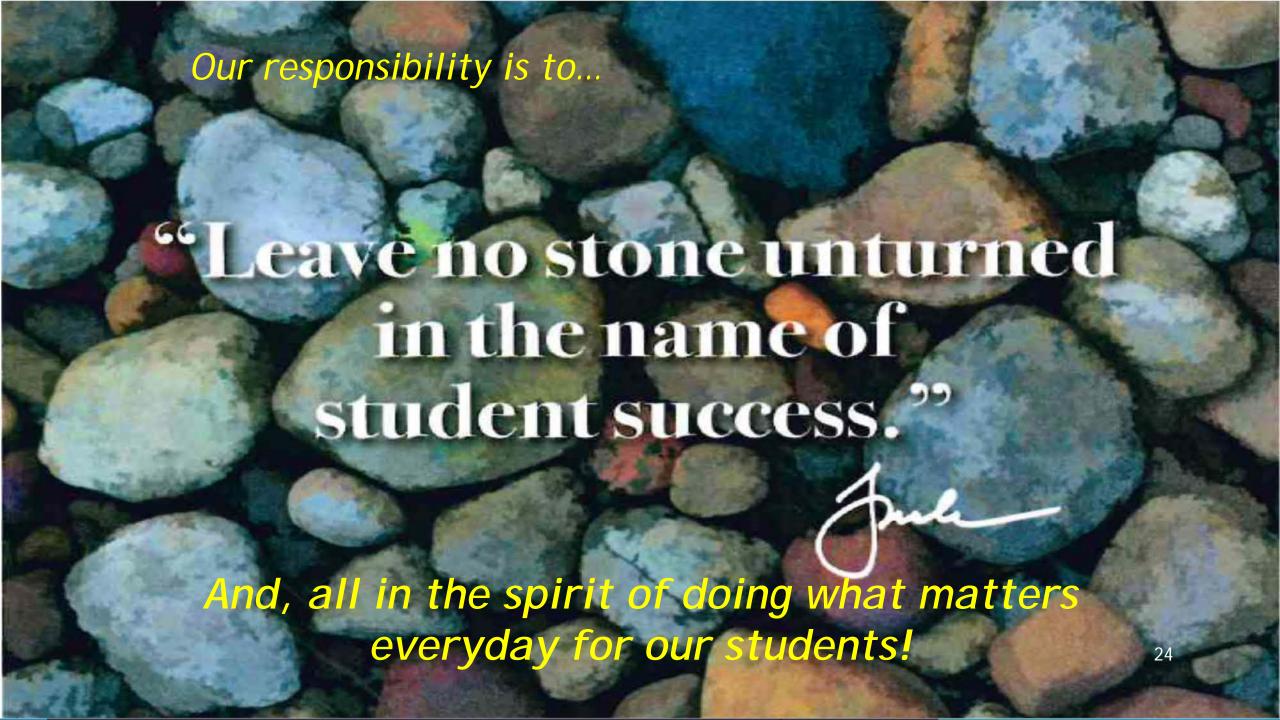"The future will reward clarity – but punish certainty."

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THE BOTTOM LINE – NO MATTER WHERE THE IMPETUS FOR CHANGE COMES FROM...

Access to Learning is a Necessity!

✓ Lifelong learning is the driver for closing existing equity gaps and for empowering well-being and the demands of an ever-changing workplace.

✓ Skills and knowledge play a major role in reducing poverty and promoting personal financial growth.

✓ The future is more dependent than ever on the capabilities and resourcefulness of people to develop new knowledge and continue to innovate.

How we manage and lead determines our enrollment management potential!

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Our responsibility is to...

"Leave no stone unturned in the name of student success."

And, all in the spirit of doing what matters everyday for our students!

AND, ENROLLMENT MANAGEMENT HELPS US:

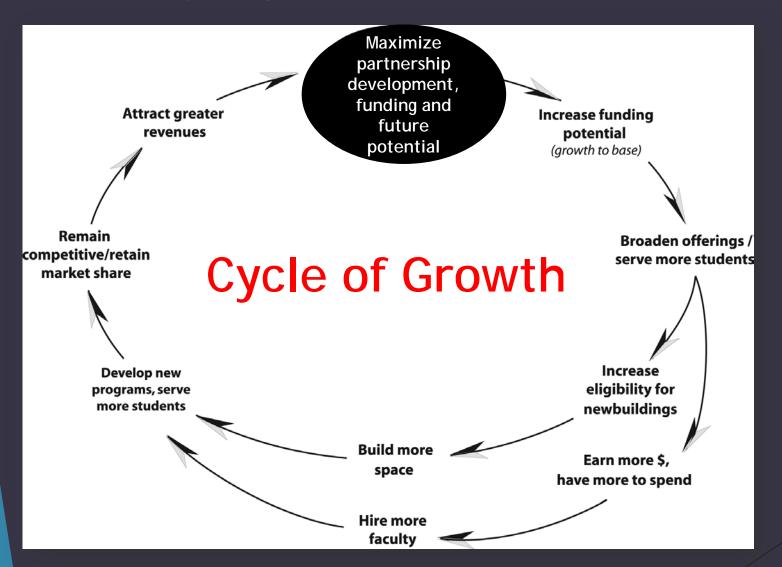Maximize opportunities for Access and Student Success!

THE GOAL OF ENROLLMENT MANAGEMENT IS TO SERVE THOSE WE NEED US TO DO SO AND ATTAIN FISCAL STABILITY AND FEASIBILITY.
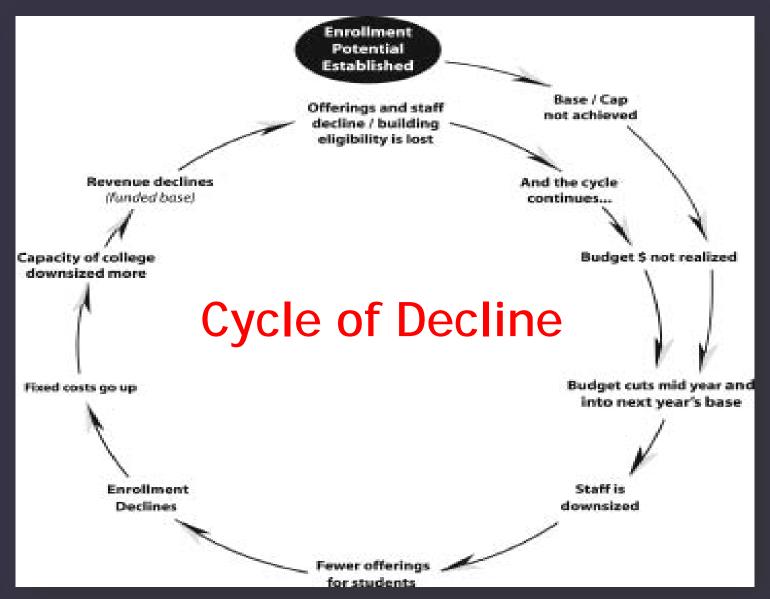
We can carefully manage Enrollment....

Maximize partnership development, funding and future potential

Increase funding potential
(growth to base)

Broaden offerings / serve more students

Attract greater revenues

Remain competitive/retain market share

Cycle of Growth

Develop new programs, serve more students

Increase eligibility for newbuildings

Build more space

Earn more $, have more to spend

Hire more faculty

✓ It has tremendous **impact** on the nature, attitude, spirit, and future that a college can create for itself.

✓ It requires skill, collaboration, and focus on principles – not preferences to **create** growth and opportunities.

And...

To be successful Enrollment Management needs to avoid:

Cycle of Decline

- Enrollment Potential Established
- Base / Cap not achieved
- And the cycle continues...
- Budget $ not realized
- Budget cuts mid year and into next year's base
- Staff is downsized
- Fewer offerings for students
- Enrollment Declines
- Fixed costs go up
- Capacity of college downsized more
- Revenue declines (funded base)
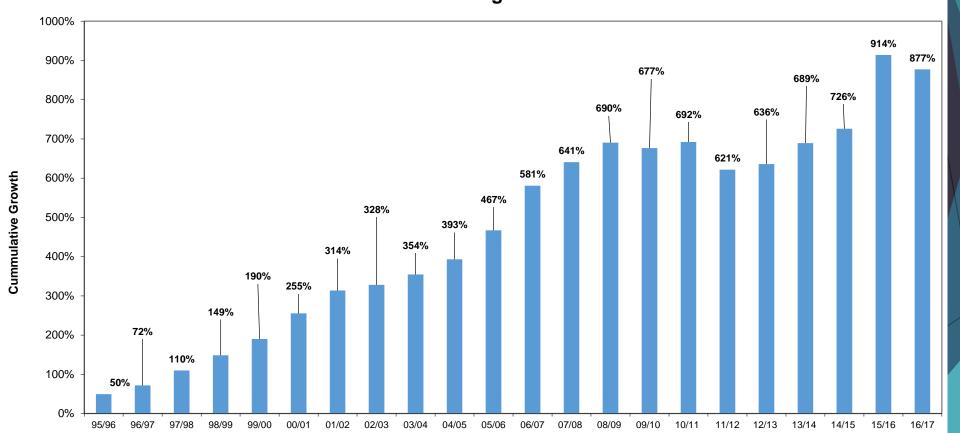- Offerings and staff decline / building eligibility is lost

✓ It requires the same to help us **avoid** the cycle of decline.

✓ Why? Because, decline and it's impact is hard to turn around.

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Enrollment Management Impacts Growth

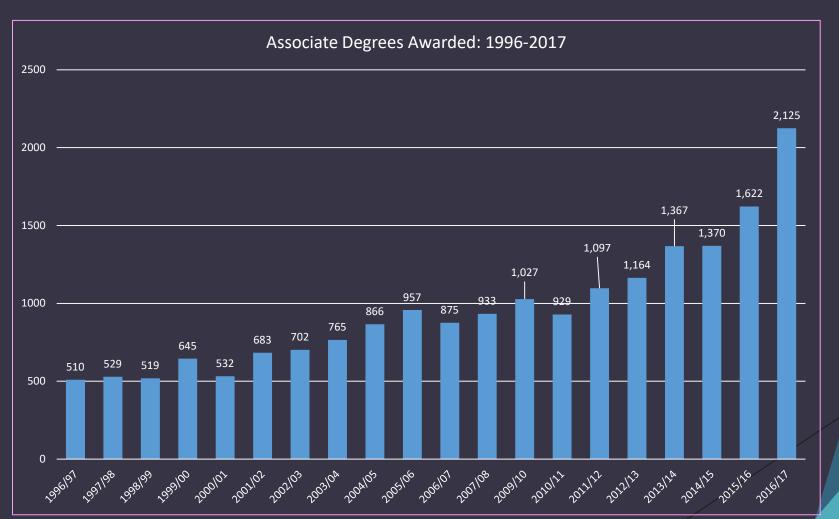## COLLEGE OF THE CANYONS: GROWTH EXPANSION OF STATE FUNDING

**Growth in Unrestricted General Fund Revenue
1991-1992 through 2016-17**

✓ 877% Growth in 21 years!

A Focus on Enrollment Management gets Results that Matter to Students

COLLEGE OF THE CANYONS: ASSOCIATE DEGREES AWARDED

Associate Degrees Awarded: 1996-2017

Year	Degrees
1996/97	510
1997/98	529
1998/99	519
1999/00	645
2000/01	532
2001/02	683
2002/03	702
2003/04	765
2004/05	866
2005/06	957
2006/07	875
2007/08	933
2009/10	1,027
2010/11	929
2011/12	1,097
2012/13	1,164
2013/14	1,367
2014/15	1,370
2015/16	1,622
2016/17	2,125

✓ That is a 416% increase in 10 years!

A FOCUS ON ENROLLMENT MANAGEMENT - EXPANDS ACCESS AND OPPORTUNITIES WHILE "DOING WHAT MATTERS" FOR THE COLLEGE AND THE COMMUNITY

We have expanded the number of businesses we serve!

- *Trained* **31,706** *employees* at **9,851** *companies* throughout the region.
- Provided business consulting to **7,406** *entrepreneurs*.
- Helped launch **349** *new businesses*.
- Assisted in the **creation** of **3,250** jobs.
- Aided companies in **retaining 913** jobs.
- Helped raise **$115.1 million** *of capital.*
- **Provided services that led to sales growth of $131.4 million.**
- Supported **30,000** *job seeker client visits helping individuals find employment.*
- Identified and engaged the re-entry and returning student market thus **reducing** the dependence on high school graduates to grow our FTES.
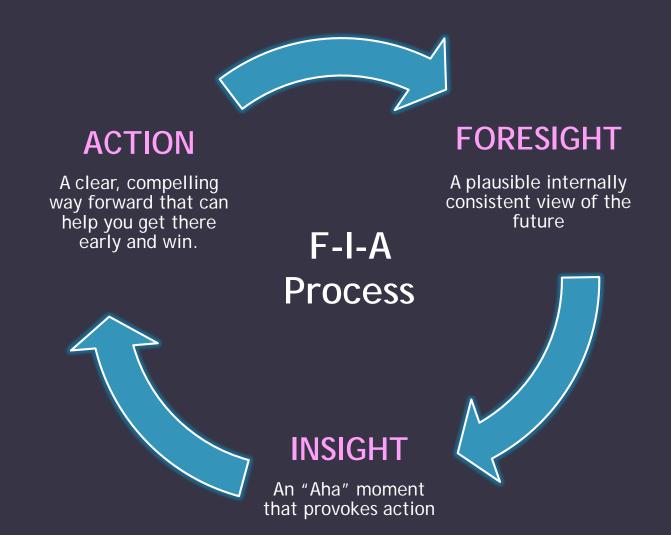
Economic Development Division Contract Education & Grant Revenue

FY	Revenue
FY 12-13	2,693,810
FY 13-14	3,365,051
FY 14-15	3,943,969
FY 15-16	3,109,161
16/17	3,558,168

$16.7 million generated over 5 years to support training of our local workers

So, how do we do Enrollment Management?

We Think about What's Next -
Thriving in the Future Depends on Foresight

➢ Where will possibilities intersect with future student needs?

➢ How will unanticipated labor market demands impact the economy and our role?

➢ Who will the future competition will be?

➢ How will we do business in the future?

➢ Where are the opportunities?

➢ What's next?

➢ What's needed?

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WE MUST HAVE FORESIGHT -
Thriving in the Future Depends on Foresight

ACTION

A clear, compelling way forward that can help you get there early and win.

FORESIGHT

A plausible internally consistent view of the future

F-I-A Process

INSIGHT

An "Aha" moment that provokes action

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HAVING FORESIGHT DEPENDS ON FIVE RULES:

➢ A key role of a leader is to keep his/her pulse on all of the variables and translate them into information the college can use to scale up and move ahead.

➢ **Five Rules for Future Thinking:**

  ➢ No Predictions

  ➢ Focus on Signals

  ➢ Look Back to See Forward

  ➢ Uncover Patterns

  ➢ Create a Community

Your Hindsight: Your stories about the **Past**, the **Present**, and the **Future**. It provides context but should not hold you back.

And, we need to develop New Leadership Literacies

Voluntary Fear Engagement

Creating and Sustaining Positive Energy

FORESIGHT

Looking Back from the Future but Action Now

ACTION

INSIGHT

Leadership for shape-shifting organizations

Being there when you're not there

Which will help us impact new public policy and get rid of dysfunctional formulas and rules.

*The context of
Enrollment Management is, in part
state funding formulas and
growth factors*

✓ While form should follow function…

❖ Often it works the other way as well

✓ The growth and funding formulas…

❖ Dictate (to some degree) what we can do, how many we can serve, and how we do it.

✓ On the other hand, how many we serve influences how much money we will get in the budget and what we can do

❖ Which in returns impacts the funding formula.

THE HISTORY OF GROWTH AND PREVIOUS FUNDING FORMULAS

The Community College System Has Had 4 Major Funding Models Since 1967

- ✓ Pre-AB 1725:   1967 - Average Daily Attendance
- ✓ AB 1725:   1990 - Program Based Funding
                     (Funding the Function)
- ✓ SB 361:   2006 - Equalized Funding
- ✓ SB 860:   2015 - Underserved Populations
- ✓ Now, the 2018-2019 Governor's Budget proposes another major overhaul.

THE HISTORY OF GROWTH AND PREVIOUS FUNDING FORMULAS

THE PAST....

Pre - AB 1725 (1967)

▶ Created by Legislation in 1967

▶ Based on Average Daily Attendance which was originally part of K-12 (K-14)

THE HISTORY OF GROWTH AND PREVIOUS FUNDING FORMULAS

THE PAST….

AB 1725:   (1990) Program Based Funding (Funding the Function)
            ** Never fully funded

Rationale/Background:

- The BOG was required by AB 1725 to develop "Criteria and Standards" for a Program-Based Funding Mechanism.
- A Task Force was established on Community College Financing Pursuant to AB 3409 and the Ad Hoc Committee for Community College Financing Reform was convened by the Chancellor's Office to develop a formula that would:
  - Allocate the General State apportionments, exclusive of Capital Outlay and Categorical Expenditures.
  - Establish a Financing Mechanism "Which Would Differentiate Among the Major Categories of Operating Community Colleges…"

Formula

- Apportionment Revenue Components
  - Prior year Apportionment Revenue (Base Revenue)
  - COLA
  - Program Improvement/Equalization **(Never Funded)**
  - Growth/Decline/Restoration
  - Stability (Phases of Decline)
  - Maintenance & Operation Institutional Support

THE PAST....

AB 1725: (1990) Program Based Funding (Funding the Function) – continued...

*** Never fully funded*

Growth Formula to Determine Funding % Cap:

- ✓ Blended Rate of A and B
- ✓ A. Adult Population Change x College Population over 21
- ✓ B. High School Graduates Change x College Population under 21

  ADD:
- ✓ C. Statewide Average Participation Rate – District Participation Rate

  AND:
- ✓ D. One-Half of 90% of the Change in the New State Approved Facilities being brought online

Workload Measures to Determine Increase in Growth Funding $ Cap

- ✓ 1. Instruction (Credit)   FTES
- ✓ 2. Instructional Services (Credit)   FTES
- ✓ 3. Student Services (Credit)   Credit Headcount
- ✓ 4. Maintenance and Operations   Square Feet
- ✓ 5. Institutional Support   % of Total Allocation

The History of Growth and Previous Funding Formulas

SB361 – (2006) Equalization Formula

Rationale – The Formula Was Designed To:
- ✓ Establish a simple, more equitable method of funding that recognizes the unique circumstances surrounding the creation of different districts
- ✓ Protect instruction and student services by ensuring districts are provided stable, reliable funding that is not eroded by inflationary pressures
- ✓ Establish clear budget priorities for each year's State budget deliberations and seek additional funding to protect core operational and instructional needs for a more stable and effective distribution of scheduled maintenance and instructional equipment funds

Apportionment Revenue Components
- ➢ <u>2006-2007 Equalized Base Funding per FTES - $4,100</u>
  - ✓ 90% of Statewide Average Funding per FTES
    - (excluding Basic Aid Districts)
    - Adjusted by COLA Annually

- ➢ <u>Basic Allocation Based on FTES per Single College District</u>
  - ✓ > 20,000 FTES$5 Million (adj annually by COLA)
  - ✓ > 10,000 FTES$4 Million (adj annually by COLA)
  - ✓ < 10,000 FTES$3 Million (adj annually by COLA)
  - ✓ > 1,000 FTES $1 Million for CPEC Approved Center

THE HISTORY OF GROWTH AND PREVIOUS FUNDING FORMULAS

SB361 – (2006) Equalization Formula – continued....

Growth Rate to Determine Funding %:

➢ **The Sum of...**

- ✓ **A.** Adult Population Change x College Population over 21

- ✓ **B.** High School Graduates Change x College Population Under 21

- ✓ **C.** One-quarter of the District's Primary County's Unemployment Rate Over Full Employment, Not To Exceed 2%

- ✓ **D.** 1/3 of the District's 3 Year Over Cap (102% to 110% of cap)

- ✓ **Add E. only if the sum of A through D is less than or equal to 10%**

- ✓ **E.** 1/3 of 100% of the Change in New State Supportable Facilities Being Brought Online

THE HISTORY OF GROWTH AND PREVIOUS FUNDING FORMULAS

SB 860 – (2015) Underserved Populations

Education Code 84750.5e: Legislatively Mandated as of June 30, 2014

- The Chancellor of the Community Colleges shall develop, and the Board of Governors shall adopt, a revised apportionment Growth Formula for use commencing with the 2015-2016 Fiscal Year

- "Primary Missions of the Segment" means credit and noncredit courses specified in Section 84757, 2-6 inclusive.

In developing the revised formula, the Chancellor shall consider multiple factors in determining need; however, the primary factors shall be:

- **Within a community college district's boundaries:**
  - A. The number of persons under 25 years of age without a college degree, and the number of persons 25 to 64 years of age, inclusive, without a college degree
  - B. The number of persons who are unemployed, have limited English skills, who are in poverty, or who exhibit other signs of being disadvantaged

THE HISTORY OF GROWTH AND PREVIOUS FUNDING FORMULAS

SB 860 – (2015) Underserved Populations – continued….

Growth Funding Formula: Allocation Model Factors

➢ **Educational Attainment**
- ✓ Percentage of Individuals That Do Not Have a Bachelor's Degree

➢ **Unemployment**
- ✓ Individuals 16 Years of Age or Older Who are Unemployed

➢ **Pell (Poverty Indicator)**
- ✓ Annual Percentage of Students Attending the District Receiving a Pell grant

➢ **Participation Rate Ratio**
- ✓ The Unduplicated Headcount of Students Divided by the Total Adult Population

➢ **Unfunded FTES**
- ✓ The 3 Year Average of Unfunded FTES in the District – Requires a Minimum of 1% Unfunded FTES in Each of the Previous 3 Years

The Chancellor's Office Fiscal Advisory Workgroup

➢ Working on the Growth Funding Allocation Model – In progress

- ✓ Proposed revision to better align Demand vs. Need

- ✓ Overcap FTES will be funded to the extent funding is available

THE HISTORY OF GROWTH AND PREVIOUS FUNDING FORMULAS

THE FUTURE....

The Governor's Budget (2018-2019)

Funding Formula

The Governor's Budget acknowledges that an enrollment-only formula fails to capture the comprehensive mission of CCCs and the counter-cyclical nature of college enrollment. The need for a new student-focused funding formula is exacerbated by the fact that community colleges have lost nearly $100 million in enrollment growth over the last two years.

The Governor proposes $175 million for the transition to a new funding formula built on four primary parameters:

➢ Base Grants (50% of formula) — District base grants based on FTES enrollment.

➢ Supplemental Grant (25% of formula) — Supplemental grants based on the number of low-income students that the district enrolls reflecting two factors: (1) enrollment of students who receive a College Promise Grant fee waiver (formerly known as the BOF Waiver) and (2) enrollment of students that receive a Pell Grant.

➢ Student Success Incentive Grant (25% of formula) — Additional funding for: 1) the number of degrees and certificates granted and 2) the number of students who complete a degree or certificate in 3 years or less, 3) funds for each Associate Degree for Transfer granted by the college.

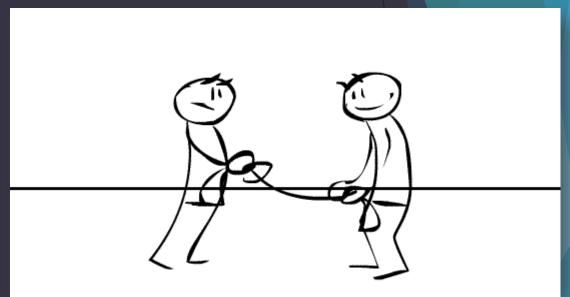➢ Hold Harmless Provision—During the first year of implementation, districts would be held harmless to 2017-18 levels.

What are the other barriers we must work around to maximize enrollment?

WE HAVE INHERITED A CONFLICTING STRUCTURE...

Where Initiatives can sometimes be Overwhelming!

And, sometimes those initiatives pull colleges in multiple directions.

TIMELINE OF REGULATIONS

1961 - Fifty Percent Law

1977 - Educational Employment Relations Act (EERA)

1988 - AB 1725

1988 - 75/25

1989 - Faculty Obligation Number (FON)

2006 - SB 361

2012 - SB 1456

Other Requirements
- Accreditation
- Minimum Conditions

Minimum Conditions Must Be Met to Receive State Funding But Some Are on the Wrong Side of 50% Law

Background: Minimum conditions ensure a consistent level of service to students across the state's 112 campuses.

- Education Code and Title 5 specify "minimum conditions" a district must meet.

- If these 19 programmatic requirements are not met, the Chancellor's Office can remove some, or all, of a district's state funding.

- A sample of the 19 minimum conditions include:

  - ❖ Prepare education and facilities master plans.

  - ❖ Undergo accreditation.

  - ❖ Provide academic counseling.

  - ❖ Enable college staff to participate effectively in district and college governance.

  - ❖ Provide matriculation services.

All of the minimum conditions fall on the "wrong side" of the Fifty Percent Law.

The 50% LAW Conflicts with AB1725

- **Established in 1959 for K-12 Class Size Reduction**
  - ❖ We Don't Deliver Instruction the Same Way That We Did in the 1950's
- **Requires Districts to Spend at Least 50% of the Current Cost of Education on Instructional Salaries and Benefits**
  - ❖ For Example, the 50% Law Does Not Take Into Account Recent Activities That Support Education: Technology
- **Conflicts with Many Other Regulations**
  - ❖ **AB1725** – Enacted to Expand the Definition of the Role of Faculty Beyond the Classroom – Falls On the "Bad" Side

Full-Time Faculty Obligation (FON) Does Not Align With the 50% Law

FON Goal – To Bring FT Faculty Staffing Closer to 75/25 Ratio

- Chancellor's Office Assigns FT Faculty Target Annually

- FON Target is Based on Prior Year FON Target Increased By Growth

- Requires Increase in Full-Time Faculty Hires Over the   Prior Year

- FON Target to be Achieved by Fall of the Following Year

- **All Full-Time Faculty Count Towards FON – Even Categorically Funded**

- **Includes Librarians and Counselors in the Calculation**

New On-Going FT Faculty Funding in 2015-2016 Resulted In FON Target Increases To Equalize Disproportionate Goals

THE RIPPLE EFFECT OF REGULATIONS ON INITIATIVES

50% Law

- Initiative (Restricted) Funds Are Not Subject to 50% Law
  - Non-Instructional (Student Services, Etc.) Positions/Expenditures Are Not on the "Right" Side of the 50% Law
  - Good News! There is No Impact From Initiative Expenditures
- NOTE: <u>If Initiative Funding Is Rolled Into the Unrestricted Fund, it Could Jeopardize Compliance for Most Districts</u>

FON

- All Full-Time Faculty Hired Count Towards the FON

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CONFLICTS? YOU BETCHA!

For example: FON vs. 50% Law Calculation

Description	FON (FTEF)	50% Law (Expense)
Librarians	Yes	No
Counselors	Yes	No
Faculty Coordinators and Directors	Yes	No
Released/Reassigned Time (Non-Instructional)	Yes	No
Instructor Sabbaticals	Yes	Yes
Unpaid Leave (Exclude Replacement Faculty)	Yes	N/A
Overload	No	Yes
Late Retirements	Yes	N/A
Instructional Deans and Admin	No	No
Instructional Supplies/Equipment	N/A	No
Online Education/Computer Technical Support	N/A	No

So, given all of this –
How do we reinvigorate and improve our Enrollment Management at our districts?

GIVEN THE BIGGER PICTURE AND THE REALITY OF WHAT WE GET TO NAVIGATE EVERYDAY, WE MUST REINVIGORATE AND IMPROVE OUR ENROLLMENT MANAGEMENT.
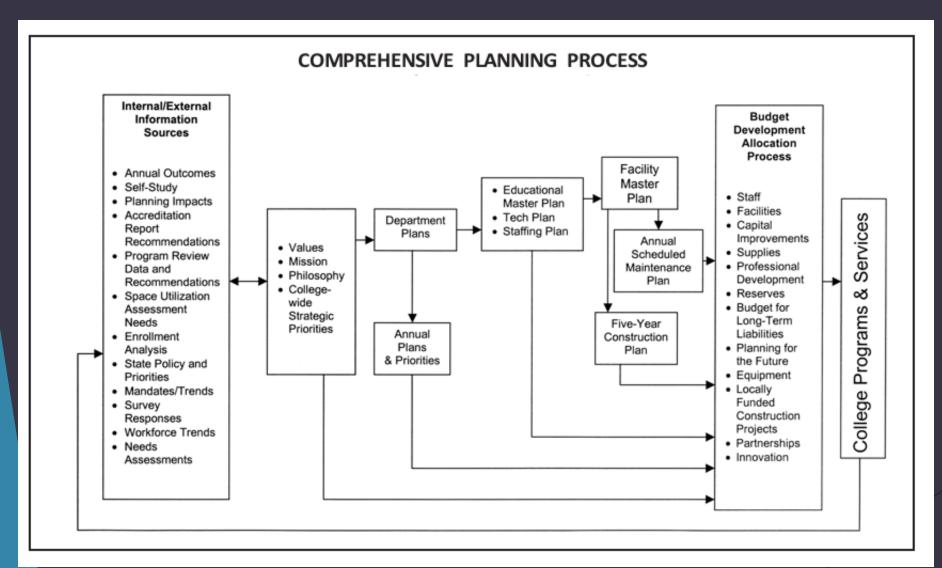
We have many *options* and *opportunities* for integrating Enrollment Management as part of the framework to help districts meet their mission and the BOGs Vision Statement.

CHANGING RULES AND STRUCTURES CAN BECOME BARRIERS SUCH AS:

- **Conflicting Rules**
  - Statutes & Regulations
  - Timing of Funding
- **Funding Uncertainty**
  - Growing or Declining
  - One-Time Funding for On-Going Initiatives
  - On-Going Funding With Uncertain Future
  - How to Build Initiatives that are Funded only with One-Time Funding into Ongoing Operations
- **District Capacity**
  - Human, Physical and Financial Resources
  - Commitment to Integrated Planning
  - Research Ability
  - Collaboration
  - Creativity and Flexibility

THESE BARRIERS MAKE THE PROCESS OF INTEGRATED PLANNING EVEN MORE IMPORTANT

Plan in an integrated way!
Process of Integrated Planning (At COC)

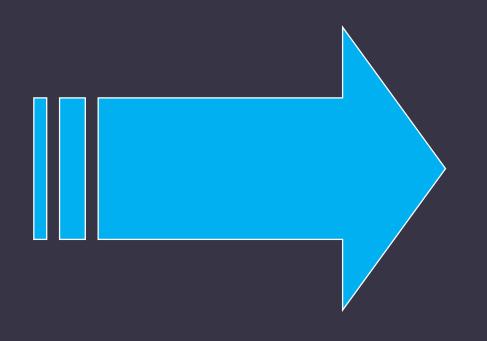COMPREHENSIVE PLANNING PROCESS

We dream!

We think!

We plan!

We do!

FIRST, PLAN TO GET RESULTS!

Planning Creates Results and Leads to Outcomes!

Tangible Results of Planning and Managing Enrollment

- Revenue
- Facilities
- Fiscal Stability
- Programs
- Staff
- Partnerships

- Enhanced support for the community

...and we will need to get results!

OUR RESULTS AT COLLEGE OF THE CANYONS:

From 1988-1989	To 2015-2016
• **60** Full-time faculty (Fall 1988)	• **194** Full-time faculty (Fall 2015)
• **199,347** square feet of space	• **825,423** square feet of space
• **$8 million** annual budget	• **$239.1** million adopted annual budget (2016/2017)
• **3,409** funded FTES	• **15,994.8** funded FTES (2015/2016)
• **2** computer labs	• **62** computer labs
• **No** classes in Canyon Country	• Currently serving **4,736** students at the Canyon Country Campus (larger than nine Community
• Under $100,000 per year in grant funds	• **$15.9 million** received in grant funds for 2015/2016
• No development for staff and faculty except for Faculty FLEX	**Created an award-winning Professional Development program that includes:** • 600+ training opportunities offered annually for all employees
• No money ($) in training funds to work with business and industry	• Created an Economic Development Division – In total, business and industry College of the Canyons generated **$30.8** million in capital for local businesses in the Santa Clarita Valley since 1993-1994, served **11,195** businesses, and trained **40,241** local employees
• No upper division access on campus	• Opened the University Center and served over **2,700** graduates and **38** programs

GOING FORWARD, WE WILL BE PAID ON OUR RESULTS? WHAT RESULTS, YOU ASK?

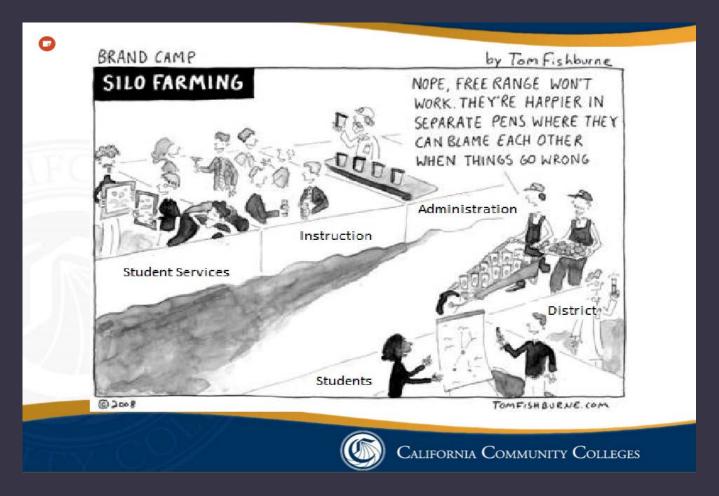*As set by the BOG in the Vision Statement, we will be challenged to:*

- **Increase by 20% - Degrees, Certificates**
  - Orientation – Provide Clear Direction to Students
  - 2 Year Education Plan – Align Courses Needed with Courses Scheduled
  - Cohorts - Improve Completion Through Student Collaboration
  - WSCH – Establish Goals that Enhance Access to Key Courses Leading to Degrees, etc.
- **Increase Transfer to CSU/UC by 35%**
  - Career Exploration – Identify the Academic Path that Leads to a Career
  - Counseling – Identify the Correct Courses that Lead to Transfers
- **Decrease Units From 87 to 79**
  - Acceleration – Math and English Courses Completed in Less Time, Enhances Learning, Reduces Repeated Courses
  - Assessment/Placement – Use High School Math/English to Reduce Remediation Courses
  - Reduce Pre-Requisite Courses and Supplemental Courses.

WHAT RESULTS, YOU ASK?

- **Increase CTE Employment From 60% to 69%**
  - ❖ Develop Curriculum that Aligns with 3rd Party Credentials
  - ❖ Coordinate with Strong Workforce Goals
  - ❖ Maximize Funding Synergy with Strong Workforce
- **Reduce Equity Gaps by 100%**
  - ❖ Installment Payments for Tuition – Provide Financial Flexibility for Students
  - ❖ Drop Process – Delay Pending Financial Aid and Scholarship Funding
  - ❖ Application – Simplify, Not All Students Have Computers
  - ❖ Technology Alternatives – Not All Students Have a Computer, Printer or Smartphone
  - ❖ ESL – Increase Non-Credit Courses to Transition to Credit Courses
- **Close Regional Gaps in 5 Years**
  - ❖ Chancellor's Office Sets Incremental Local Goals with 5 Year Timeline

Integrated Planning Leads to Expansion, Responsiveness, Accountability and Growth!

How Do We Plan?
We Do It Through Collaboration - No Silos!

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

THE ESSENTIAL CHARACTERISTICS OF INTEGRATED PLANNING INCLUDE THE ABILITY TO:
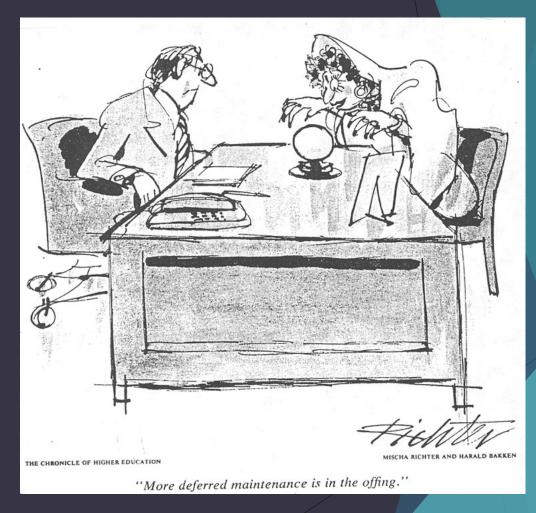
➢ Facilitate, coordinate and communicate;

➢ Create a functional team;

➢ Evolve together;

➢ Build bridges;

➢ Empower, encourage and support the team;

➢ Promote collective ownership: *"Ours"* versus *"Mine";*

➢ Help departments to understand their role in the college and the community for all areas of the college.

INTEGRATED PLANNING REQUIRES THAT YOU...
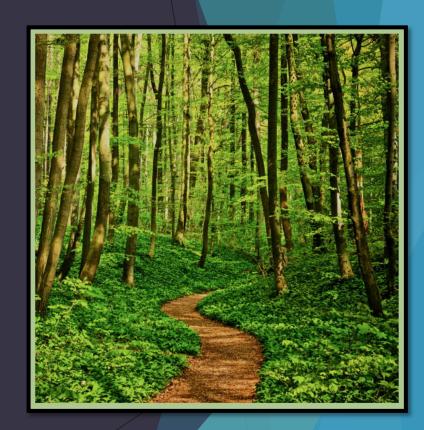## Keep Your Eye on the Big Picture

Things to consider:

➢ Planning Challenges
➢ Curriculum Development
➢ Demographic Changes
➢ Implementation Strategies
➢ Availability of Facilities
➢ Human Resources
➢ Demands (internal & external)

THE CHRONICLE OF HIGHER EDUCATION

MISCHA RICHTER AND HARALD BAKKEN

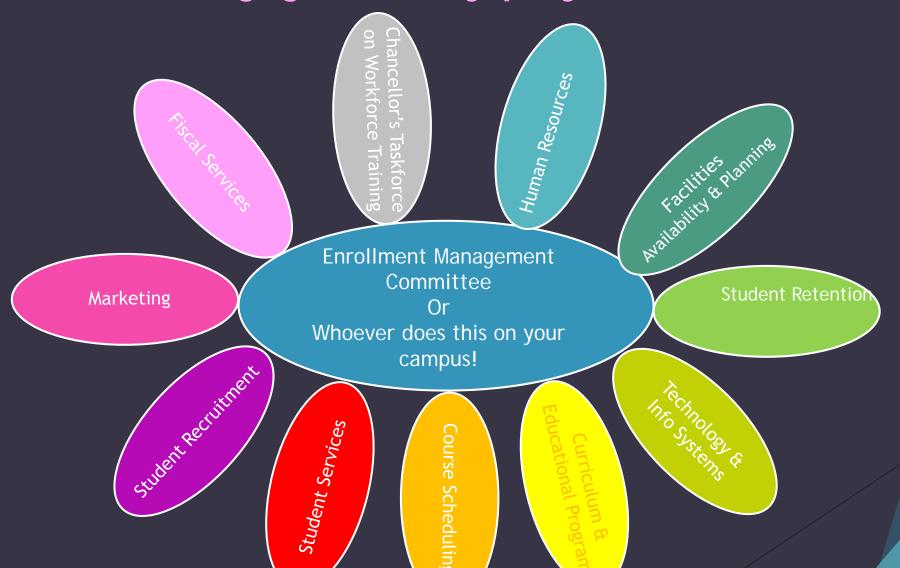"More deferred maintenance is in the offing."

INTEGRATED PLANNING HELPS YOU..
Match your focus with your resources

➢ What are the workforce training needs of your local and regional community?

➢ What are the demographic trends?

➢ How can you position your approach to maximize flexibility and take advantage of opportunities as they develop?

➢ How many students will you be funded to serve?

➢ What pathways currently feed in and out of the College?

➢ How can you scale up?

➢ Do you need to go it alone? With whom can you partner?

IN ORDER TO INTEGRATE PLANNING, YOU MUST...
Engage the key players!

Enrollment Management Committee
Or
Whoever does this on your campus!

- Chancellor's Taskforce on Workforce Training
- Human Resources
- Facilities Availability & Planning
- Student Retention
- Technology & Info Systems
- Curriculum & Educational Programs
- Course Scheduling
- Student Services
- Student Recruitment
- Marketing
- Fiscal Services

AND,
HIRE THE RIGHT PEOPLE TO BEGIN WITH...

Santa Clarita Community College District
COLLEGE OF THE CANYONS
announces an employment opportunity for

In addition to professional expertise in teaching within the discipline, applicants should possess the following abilities and attitudes that have been identified as important to successful performance in the position.

Professional Abilities:
- ➢ Success and commitment as a team player, including the ability to engage in cooperative problem solving;
- ➢ Success at initiating, executing and following up on projects, including the ability to set specific objectives and measure achieved results;
- ➢ A commitment to the mission and values of the community college;
- ➢ A positive attitude, including the ability to foster collegiality;
- ➢ Flexibility, including the acceptance of and willingness to change;
- ➢ Open-mindedness, including fairness and the ability to see multiple perspectives;
- ➢ The willingness to take risks and be innovative;
- ➢ A willingness to see complex tasks through to completion; and
- ➢ The willingness to accept responsibility for professional and personal growth.

* The Professional Abilities section is part of the job announcement template for positions.

And, planning needs to be integrated to get the best results in a collaborative manner which enables you to achieve scalable results

Pay attention to what is going on around you!

- Basic Skills Initiative (BSI)
- Acceleration
- Institutional Effectiveness (IEPI)
- Student Equity
- Student Success
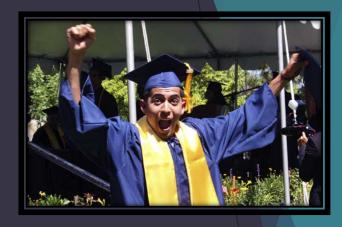- Professional Learning Network
- Online Initiative

- OER
- Closed Captioning
- Doing What Matters
- College Promise
- Pathways
- Adult Education Block Grant (AEBG)
- Apprenticeships
- New Policies & Regulations

INTEGRATED PLANNING LEADS TO POSITIVE OUTCOMES THAT STRENGTHEN OUR INSTITUTIONS

➢ **Directly connects various planning processes**
  - Educational and Facilities Master Plan
  - Strategic Plan
  - Budget Development
  - Enrollment Management Plan
  - Technology Master Plan
  - BSI/SSSP/Student Equity Integrated Plan
  - Strong Workforce Implementation
  - Guided Pathways
  - EEO Plan
  - Other District/College Plans
  - Department/Program Plans
  - Student Learning Outcomes
  - Professional Development Plan
  - ADA Transition Plan
  - Accreditation Planning

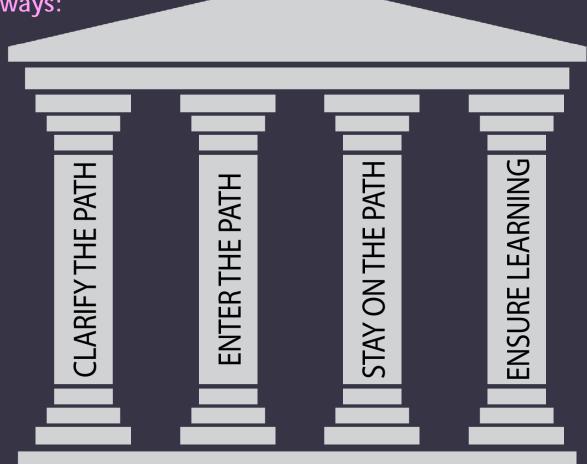*All of it impacts Enrollment Management!*

Putting the Pieces Together So It Works for Your District…

By Dovetailing Initiatives
and Overcoming Inconsistencies
and duplication of your efforts as
you move down the path!

INTEGRATE YOUR PLANNING AROUND THE PATHWAYS FRAMEWORK
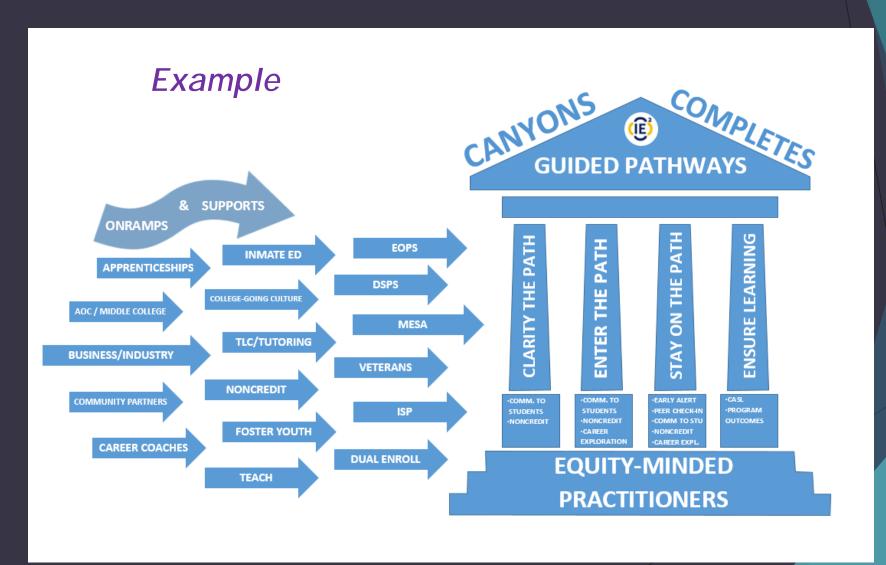
Four Pillars of Guided Pathways:

1. Clarify the path: Create clear curricular pathways to employment and further education.

2. Enter the Path: Help students choose and enter their pathway.

CLARIFY THE PATH

ENTER THE PATH

STAY ON THE PATH

ENSURE LEARNING

3. Stay on the path: Help students stay on their path.

4. Ensure learning: Ensure that learning is happening with intentional outcomes.

PATHWAYS –
EVERY COLLEGE HAS PATHWAYS AND ON-RAMPS TO THEIR PATHWAYS

Example

CONSIDER ADOPTING THE *BOG VISION STATEMENT* AS A BASIS FOR PLANNING IN YOUR DISTRICT.

CCCCO VISION

COC MISSION & STRATEGIC GOALS

COLLEGE PLANNING TEAM

INSTITUTIONAL EFFECTIVENESS & INCLUSIVE EXCELLENCE (IE)^2 COMMITTEE

In context, we build on our strengths and successes with an energetic commitment to evolve and become more effective.

Student Success Plans	*"Canyons Completes"* Workplan	Institution-Set Standards	Other Success Strategies

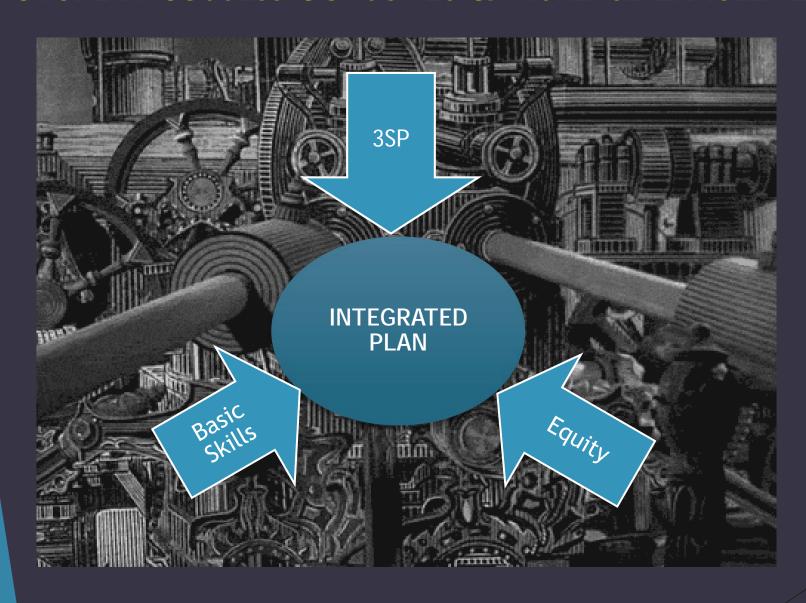| Student Equity	SSSP	Basic Skills	Guided Pathways	College Promise	Strong Work force	Equity	ACCJC Indicators	IEPI Indicators	Grant Title V	Student Support (Re) Defined & HIPs

Strategies That Have Worked For Us

THE STATE CHANCELLOR'S OFFICE HAS BRAIDED INITIATIVES FOR OUR SYSTEM IN ORDER TO ELIMINATE DUPLICATION OF EFFORT, LEVERAGE FUNDING, AND COORDINATE EFFORTS TO CREATE A MORE EFFECTIVE AND COORDINATED FRAMEWORK ACROSS CAMPUS

...That Means That We Must Plan in an Integrated Way to Maximize Student Opportunities and Enrollment.

3SP

INTEGRATED PLAN

Basic Skills

Equity

EXAMPLE
STUDENT EQUITY – PLAN DESCRIPTION

- **Student equity plans** focus on increasing:
  - Access,
  - Course completion,
  - ESL and basic skills completion,
  - Degrees,
  - Certificates and
  - Transfer.
- The following populations included when looking at disproportionate impact: American Indian or Alaskan native, Asian or Pacific Islander, Black, Latino, White, men, women, persons with disabilities, foster youth, veterans and low income students.
- Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review.

EXAMPLE

The Basic Skills Initiative (BSI) and Basic Skills Students Outcomes and Transformation (BSSOT) *Grant Program Plan Description*

- **Supports the Following Activities:**
  - Supplemental Learning and Tutoring: Increased summer and early semester jams and workshops for Stats students
  - Acceleration: Ongoing redesign and curriculum funding
  - FYE Redesign: New freshman seminar class, First Year Promise
  - Assessment: Placing Students Into College Level Math and English
  - Student Success Teams: Cross-functional teams comprised of faculty advisors, counselors, career coaches, and peer mentors. Peer mentors, with a focus on helping students complete their comprehensive educational plans online.
  - Contextualized Noncredit: New courses to support learning in basic skills and CTE courses

EXAMPLE
(IE)2 "Canyons Completes"
An approach and solution to Braiding Initiatives

IE 2 Is An Example of How SSSP, Student Equity and Basic Skills Connect with Guided Pathways

- *Facilitates positive movement towards completion* of degrees, certificates, and skills building courses for students through improved programs, processes and services.

- *Reviews student success data and performance indicators* in order to identify opportunities to support student success.

EXAMPLE

Reengineering Sierra College for Student Success (R4S)

➢ Broad range of instructional
   and student support strategies

➢ Bridging instructional and student support efforts

➢ Integrating and aligning campus efforts

Integrated, Full-Scale Strategies

➢ Pathways

➢ Dual enrollment

➢ Sierra Promise Program

➢ Assessment and placement strategies

➢ Reorganizing Student Services around Interest Areas

➢ Leveraging technology tools

➢ Data dashboards

INTEGRATED PLANNING IS LEADING TO POSITIVE OUTCOMES THAT ARE STRENGTHENING OUR INSTITUTION AND OUR STUDENTS' SUCCESS

- Promotes Inclusivity
- Respects Collegial Consultation
- Uses Effective Communication
- Is Data Driven
- Evaluates the Processes on an On-Going Basis

- Helps to Meet Accreditation Requirements

- Aligns Resources with Institutional and Department Priorities

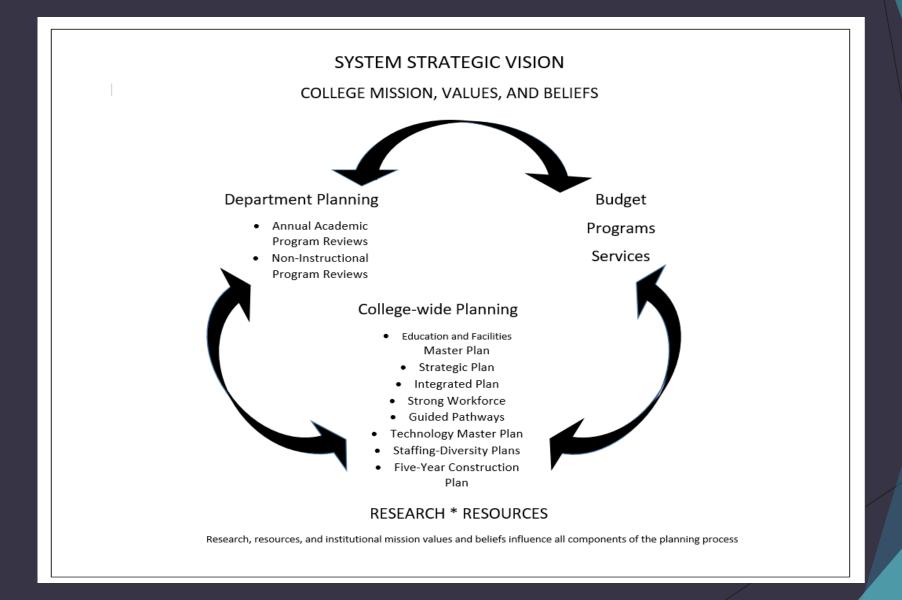- Creates a Framework for Collaboration

(IE)^2 "Canyons Completes Is The Result of Integrated Planning

- Identifies strategies to meet or exceed performance set standards, with activities particularly targeted toward completion:

  - College Promise
  - Curricular and Placement Changes in Math and English
  - Expanding services in the TLC
  - Supporting programs for special populations such as DSPS, EOPS, CalWORKS, Foster Youth
  - Expanding services in the Health Center
  - Supporting equity-related PD for faculty and staff
  - Supporting inquiry groups for re-engineering Early Alert, developing an equity-minded practitioner training for all faculty and staff and developing Student Success Teams
  - Supporting services for students enrolled in online courses
  - And, connects with the systems' vision

THE CYCLE OF PLANNING

College Mission
Values
Beliefs

SYSTEM STRATEGIC VISION
College-wide Planning

Department Planning

Budget
Programs
Services

Research & Resources

- Annual Academic Program Reviews
- Non-Instructional Program Reviews

- Educational & Facilities Master Plan
- Strategic Plan
- Integrated Plan
- Strong Workforce
- Guided Pathways
- Technology Master Plan
- Staffing-Diversity Plan
- Five-Year Construction Plan

Research, resources, and institutional mission values and beliefs influence all components of the planning process.

Close Regional Gaps
In 5 Years

Increase Degrees
20%

Increase Transfers
35%

CCCCO STATEGIC VISION FOR SUCCESS 2022

Reduce Equity Gaps
100%

Reduce Units to Degrees
From 87 to 79

Increase CTE Employment
From 60% to 69%

Guided Pathways Framework

College Promise Initiatives

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SYSTEM STRATEGIC VISION

COLLEGE MISSION, VALUES, AND BELIEFS

Department Planning

- Annual Academic Program Reviews
- Non-Instructional Program Reviews

Budget

Programs

Services

College-wide Planning

- Education and Facilities Master Plan
- Strategic Plan
- Integrated Plan
- Strong Workforce
- Guided Pathways
- Technology Master Plan
- Staffing-Diversity Plans
- Five-Year Construction Plan

RESEARCH * RESOURCES

Research, resources, and institutional mission values and beliefs influence all components of the planning process
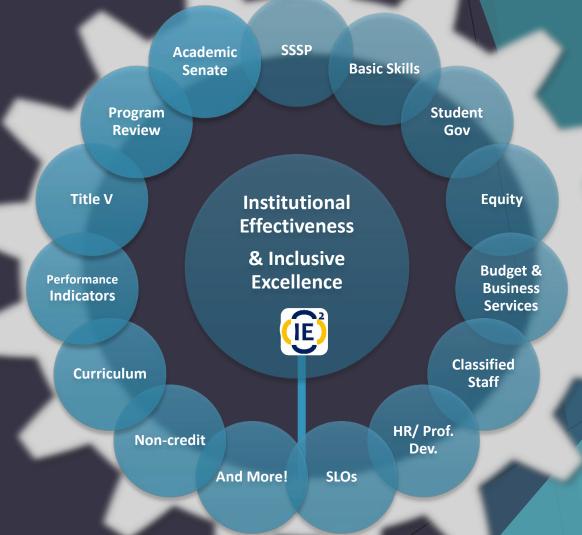
The (IE)^2 "FLOWER" COLLABORATION

- COC'S STUDENT SUCCESS EFFORTS NEED TO INCLUDE EXTENSIVE COORDINATION WITH THE STUDENT SUCCESS & SUPPORT PROGRAM (3SP), BASIC SKILLS, STUDENT EQUITY, TITLE V, OUTREACH, AND MORE.

- (IE)^2 PROVIDES A FORUM FOR COORDINATION OF STUDENT SUCCESS ACTIVITIES AROUND COMMON DATA AND INSTITUTION-SET STANDARDS.

Academic Senate

SSSP

Basic Skills

Program Review

Student Gov

Title V

Institutional Effectiveness & Inclusive Excellence

Equity

Performance Indicators

Budget & Business Services

Curriculum

Classified Staff

Non-credit

And More!

SLOs

HR/ Prof. Dev.

WE HAVE IDENTIFIED BARRIERS – IN EVERYTHING

For Students, what are the Top Barriers to Achieving their Educational Goals?

- Cost of Enrollment and Fees – 52%
- Work Pressures – 60%
- Cost of Books and Supplies – 75%

Considering These Barriers, How Do We Make College More Affordable?

- *Placement* – ensure students start at the right level class.
- *Acceleration* – moving students more quickly through remedial courses in Math and English.
- *OER* – reducing the cost of textbooks while making the content more relevant and current.
- *College Promise* – makes the first two years of college free and accessible to everyone.
- *Pathways* – a college-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences that guide each student effectively and efficiently from entry through degree/career.

IDENTIFIED BARRIERS – IN EVERYTHING!

Pathways - a college-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences that guide each student effectively and efficiently from entry through degree/career.

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.

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.

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.

Ensure That Students are Learning

4. 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.

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IDENTIFIED BARRIERS – IN EVERYTHING!

Reducing costs:

$1,480,133,266 – that's a big number!

What is this number? This is our student loan debt in the U.S.

Textbooks are expensive and inspire student loan debt.

➢ $1.48 trillion of outstanding loan debt; with 44 million borrowers

➢ One in 10 graduates accumulate an average outstanding student loan balance of $37,172

➢ 69% of college students in America have student loan debt.

Thanks to OER, for the first time ever, we now have the wherewithal to enable anyone to obtain all of the education they need.
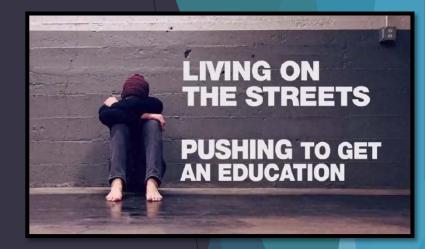
Implement OER – The Time is Now!

There are real concerns about student homelessness and food security and we need to look seriously at the ways we can reduce the costs of education.

➤ In 2015, there were **17.4** million students enrolled in public colleges nationwide.

➤ The University of Wisconsin surveyed students across the country - **20%** of these students indicated they weren't getting enough to eat – and **13%** were homeless.

➤ That number represents four times as many students as are enrolled in all of CSU and UC who don't have a place to live in the USA.

At COC, Cost of Textbooks is the Top Barrier to Academic Success

➤ 75% of our students identify the cost of textbooks as the top barrier to achieving their educational goal – higher than the cost of classes or work and family pressures.

➤ 70% of our students say that the cost of textbooks influences their decision to enroll in a class – that is significant!

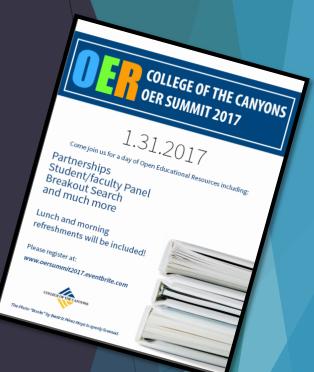➤ 35% of our students report they cannot afford any textbooks

OER can be implemented in any course, bringing immediate benefit to the California Community College system's 2.1 students!

AT COC:

- Last fall, over *80 courses* used OER in lieu of commercial textbooks and this spring, our faculty are used OER in *250 sections*.

- Both the *Academic Senate* and *Student Government* have unanimously endorsed the use of OER.

- Our faculty are familiar with OER. It's part of our *new faculty orientation* and part of our required training for faculty who want to teach online. OER is integrated into the culture that exists—it's not new and different.

- Our Library and Reprographics department collaborate to make sure that students can get hard copies of OER books.

- We completed a *ZTC in Sociology*. Last year, we had *500+ students* majoring in Sociology and *3,500 total enrollments* in Sociology classes.

- College of the Canyons completed a *CTE certificate in Water Technology* – one of only 2 programs in the State of California that only uses OER materials.

- Beginning work on *a ZTC in Early Childhood Education.*

- Serving as a *Technical Assistance Provider* for the state *ZTC grant program*, in partnership with West Hills College, Lemoore.

OER COLLEGE OF THE CANYONS
OER SUMMIT 2017

1.31.2017

Come join us for a day of Open Educational Resources including:
Partnerships
Student/faculty Panel
Breakout Search
and much more

Lunch and morning refreshments will be included!

Please register at:
www.oersummit2017.eventbrite.com

COLLEGE OF THE CANYONS

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WE HAVE LAUNCHED ACCELERATED LEARNING IN MATH AND ENGLISH

COC has had great success with Acceleration – moving students through remedial courses more quickly – and placement, ensuring students start at the right level class and aren't forced to take unnecessary remedial classes.

- **Math 75** and **English 96** are two courses that nearly triple students' chances of completing college-level courses at COC.

- **Math 75** compresses two algebra courses into one pre-statistics course and that better prepares students who are not majoring in fields related to sciences or technology, engineering, or math (STEM) to take college-level statistics.

- **English 96** replaces a two-course sequence that prepares students for the transfer 100-level curriculum in just one course.

- **5,000** students per year benefit from COC's acceleration efforts.

- **71%** of students receive direct placement into transfer level statistics, four to five times the rate for all surrounding districts

- **In addition, students have saved more than 1.6 million hours of remedial instruction, and nearly $1 million in textbooks!**

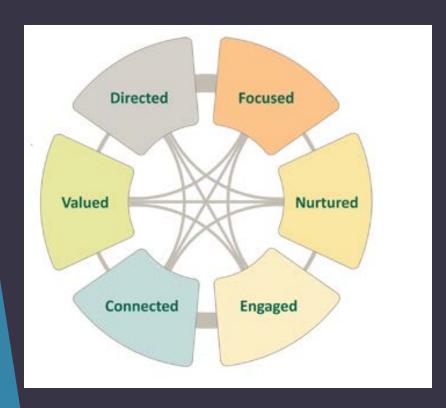# *As You Leave Today,*
Ask yourself...

WHAT CAUSES STUDENTS TO LEAVE YOUR COLLEGE?

- ▶ Lack of funds to keep going
- ▶ Lack of advising
- ▶ Not sure of career path
- ▶ Need to get a Full-time job
- ▶ Unprepared for the coursework
- ▶ Family Issues
- ▶ Stress
- ▶ Personal emergency

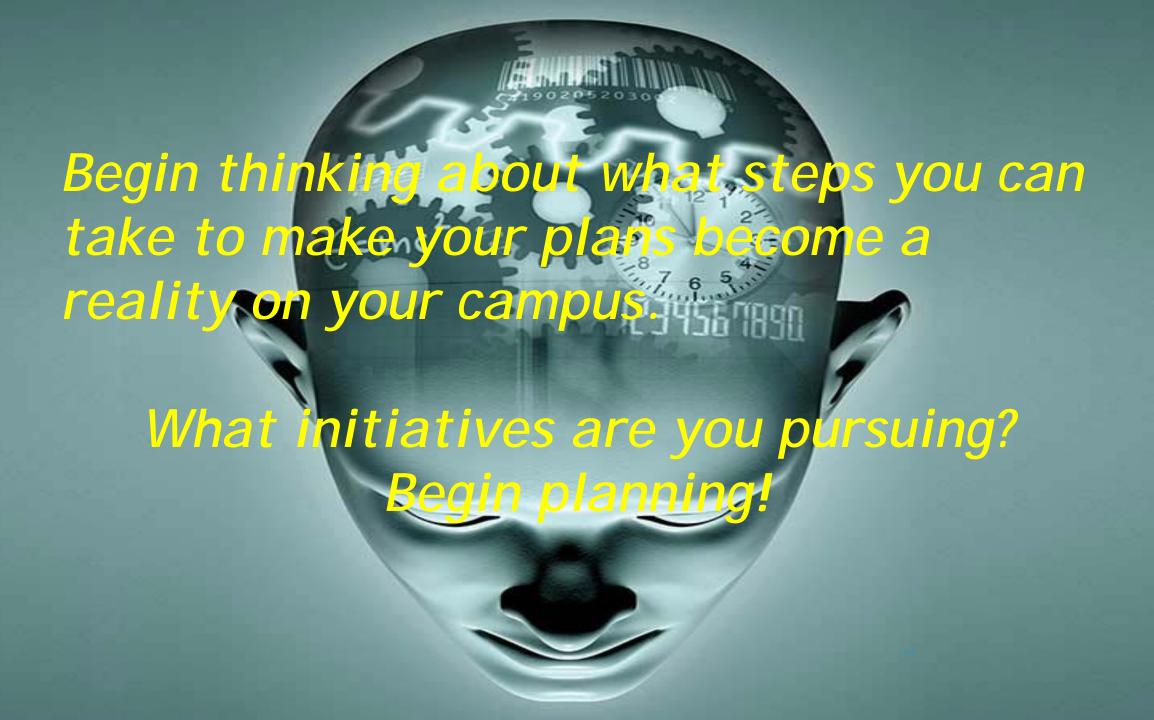# *What Causes Students to Stay, Persist, and Complete at your college?*

Students are more likely to succeed when they have support.

Success Factors

Students need to feel...

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

Begin thinking about what steps you can take to make your plans become a reality on your campus.

What initiatives are you pursuing?

Begin planning!

ENROLLMENT MANAGEMENT – IS A COLLABORATIVE PROCESS THAT INCREASES FUNDING TO SUPPORT THE DISTRICT'S MISSION OF TEACHING AND LEARNING

REMEMBER

- **FTES Target** – Meet Demand for Student Access While Minimizing Unfunded FTES

- **Instruction/Curriculum** – Support Student Access by funding curriculum development, maintenance, redesign, resizing and expansion to ensure the currency and relevancy of programs.

- **Workforce Training** – Provide funding for Economic Development outreach and service to potential business partners to meet the needs of local businesses by providing training.

- **Supporting Student Success** – Be responsive to State mandates and recommendations that support Student Success Task Force goals.

It requires Accountability, Flexibility, Enthusiasm
What Do You Do...?
Be Creative and Implement Solutions!

WHAT YOU CAN DO NOW – SOLUTIONS...

➢ Identify Who Needs to Come Together

➢ Improve Your Planning Processes

➢ Invest in Professional Development

➢ Ask for Help – Don't Reinvent the Wheel

➢ Pursue Institutional Effectiveness the IEPI Way

➢ Do Gap Analysis – Where Are You and Where Do You Want To Be?

Be Flexible

The future will reward clarity,
but punish certainty.
Be flexible to take advantage of New Opportunities!

"There are no future facts."
~Wendell Bell

HOW CAN YOU ACHIEVE OUTCOMES?

- **Communicate**
  - ✓ Engage People
- **Provide Information**
  - ✓ Make Information Readily Available
- **Identify Best Practices**
  - ✓ Self-Identify and Praise Activities That Are Already Underway
- **Reduce Duplication of Effort**
  - ✓ Save Time and Money
- **Foster Collaboration**
  - ✓ Create an Environment for Sharing Best Practices

Commit to Continuous Improvement

Keep Your Eye on the Prize...Seven Core Commitments for Student Success

- ➤ Focus Relentlessly on Students' End Goals
- ➤ Always Design and Decide with the Students in Mind
- ➤ Pair High Expectations with High Support
- ➤ Foster the Use of Data, Inquiry and Evidence
- ➤ Take Ownership of Goals and Performance
- ➤ Enable Action and Thoughtful Innovation
    - ✓ LEAP Projects Are a Vehicle for Innovation
- ➤ Lead the Work of Partnering Across Systems

INVEST IN PROFESSIONAL DEVELOPMENT

- Engage IEPI Professional Development
  - Engage and Host Statewide Workshops
  - Create Regional Workshops
- Be a Part of Professional Conferences
- Attend CCLC, ACCCA and Specialty Group Conferences
- Develop Local Capabilities With the Help of Local and Statewide Experts
- Visit Exemplary Programs

Ask for Help – Don't Reinvent the Wheel

➢ **IEPI Tool Kits** (http://cccgp.cccco.edu/Guided-Pathways-Electronic-Toolkit)

  ✓ Explaining Guided Pathways to Your College

  ✓ Why Guided Pathways? Why Now?

  ✓ Explaining Guided Pathways to Your College Video

  ✓ Podcast: Guided Pathways

  ✓ Principles of Guided Pathways

  ✓ Guided Pathways Demystified II: Addressing 10 New Questions as the Movement Gains Momentum

  ✓ Building Capacity for Guided Pathways at California Community Colleges

  ✓ Implementing Guided Pathways: Defining Roles with a Focus on Collaboration

  ✓ Implementing Guided Pathways: Tips and Tools

➢ **IEPI Professional Learning Network**

If you don't see the solution, you will never find the path.

Do you?