

Unlocking Opportunity: The Post-Graduation Success & Equity Network

Working & Learning Collaborative #1

David Bevevino, Director, Aspen Institute College Excellence Program
Davis Jenkins, Senior Research Scholar, Community College Research Center

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Welcome from Aspen & CCRC

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Land Acknowledgement

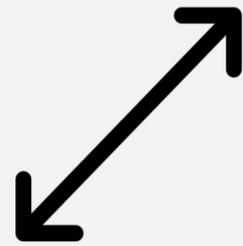
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Unlocking Opportunity is a research and action network designed to...



Find best practices



Scale these practices



Accelerate outcomes

*...at all community colleges:
urban, rural, and technical.*



ALAMO COLLEGES DISTRICT

San Antonio College



Lorain County
Community College



LARAMIE COUNTY
COMMUNITY COLLEGE
Cheyenne | Laramie | Online



Monroe
Community
College
STATE UNIVERSITY
OF NEW YORK

St. Petersburg College



TULSA
COMMUNITY
COLLEGE



Thank You to Our Supporters



Collaborative Goals

By the end of the collaborative, all teams will...

- Understand Unlocking Opportunity's theory of change
- Assess program enrollments
- Begin the goal-setting process
- Identify key reforms
- Consider how to communicate about the work

Collaborative Overview

TODAY

- Plenary sessions to set the stage
- Deep dive into program enrollment data
- Coaching session to define the future state
- Plenary session on strengthening the program portfolio

TOMORROW

- Plenary session on student supports to enter and complete programs
- Coaching session to begin setting goals
- Team time to analyze assessment results & begin strategy planning

THURSDAY

- Team time to continue strategy planning and document next steps
- Closing plenary
- Farewell at 11am

Logistics

- Please refer to the participant guide in your binder for the full daily agenda, a map of the property, and all slides, handouts, and notes pages for our work together
- Work toward completion of the synthesis and action planning template in the participant guide pages 77-80
- Your binder also includes a copy of the goal submission document that will be due in September
- Plan for a break this morning at 10:15 am
- Lunch will be served 12:00 pm-1:15 pm
- Restrooms are located past the elevators on this floor on the righthand side (across from the Living Room)

Unlocking Opportunity: Why Now?

Plenary Session

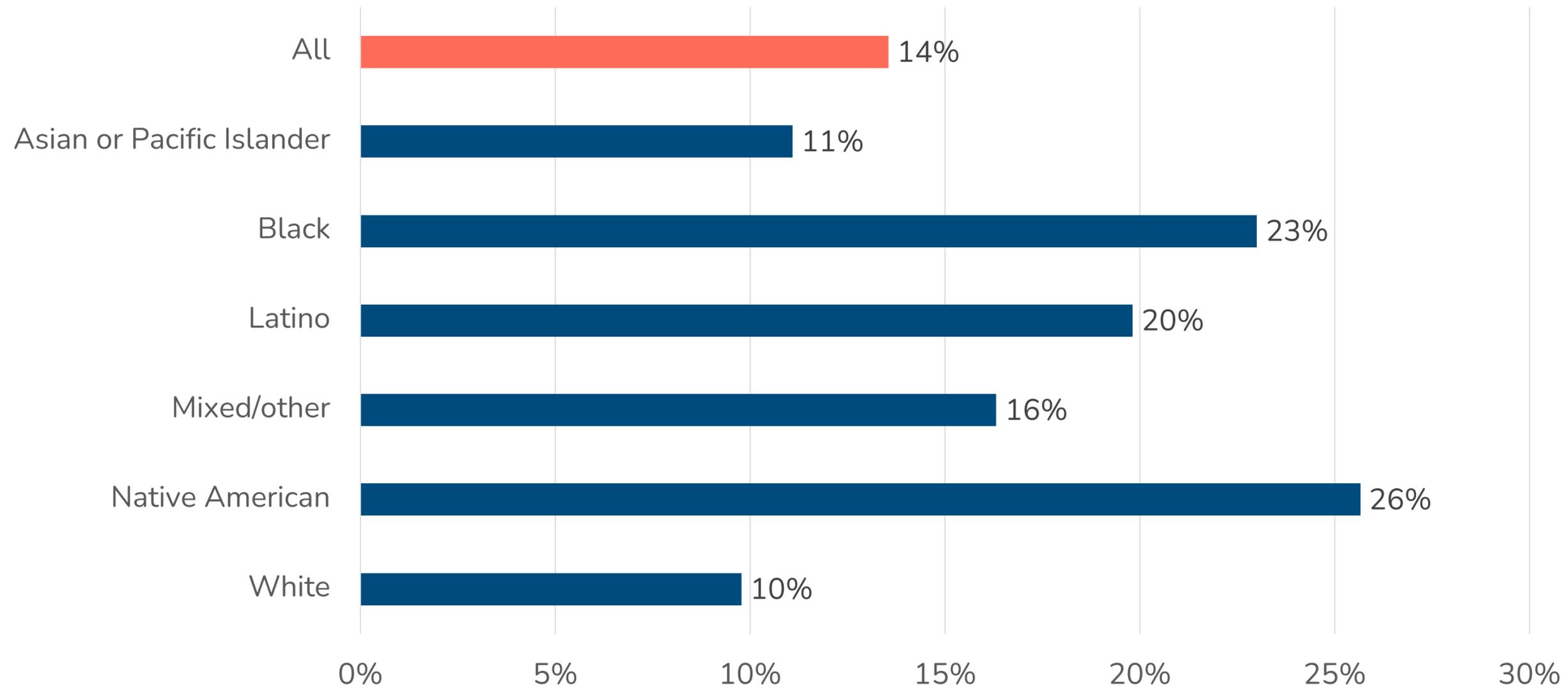
Josh Wyner, Founder and Executive Director,
Aspen Institute College Excellence Program

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Too many people are living in poverty.

National: Percentage of people below poverty threshold by race/ethnicity and age: All ages, 100% of federal poverty line, 2019



The percentage of the population living below the indicated federal poverty threshold based on their family income, size, and composition. The federal poverty threshold in 2019 for a family of four with two children was about \$25,000 per year (thus, 200% of the federal poverty threshold was about \$50,000).

Source: IPUMS USA | National Equity Atlas, <https://www.nationalequityatlas.org>

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There's a disconnect between available talent and employment.

Populations remain stranded in low wage work and poverty...

24.9% of children under age 5 live in poverty

10.3% of all adults are considered working poor or unemployed

...yet employers struggle to find workers for good jobs.

83% increase in the number of good jobs for workers with associate's degrees between 1991 and 2016

46% of employers reported difficulty filling positions due to lack of available talent

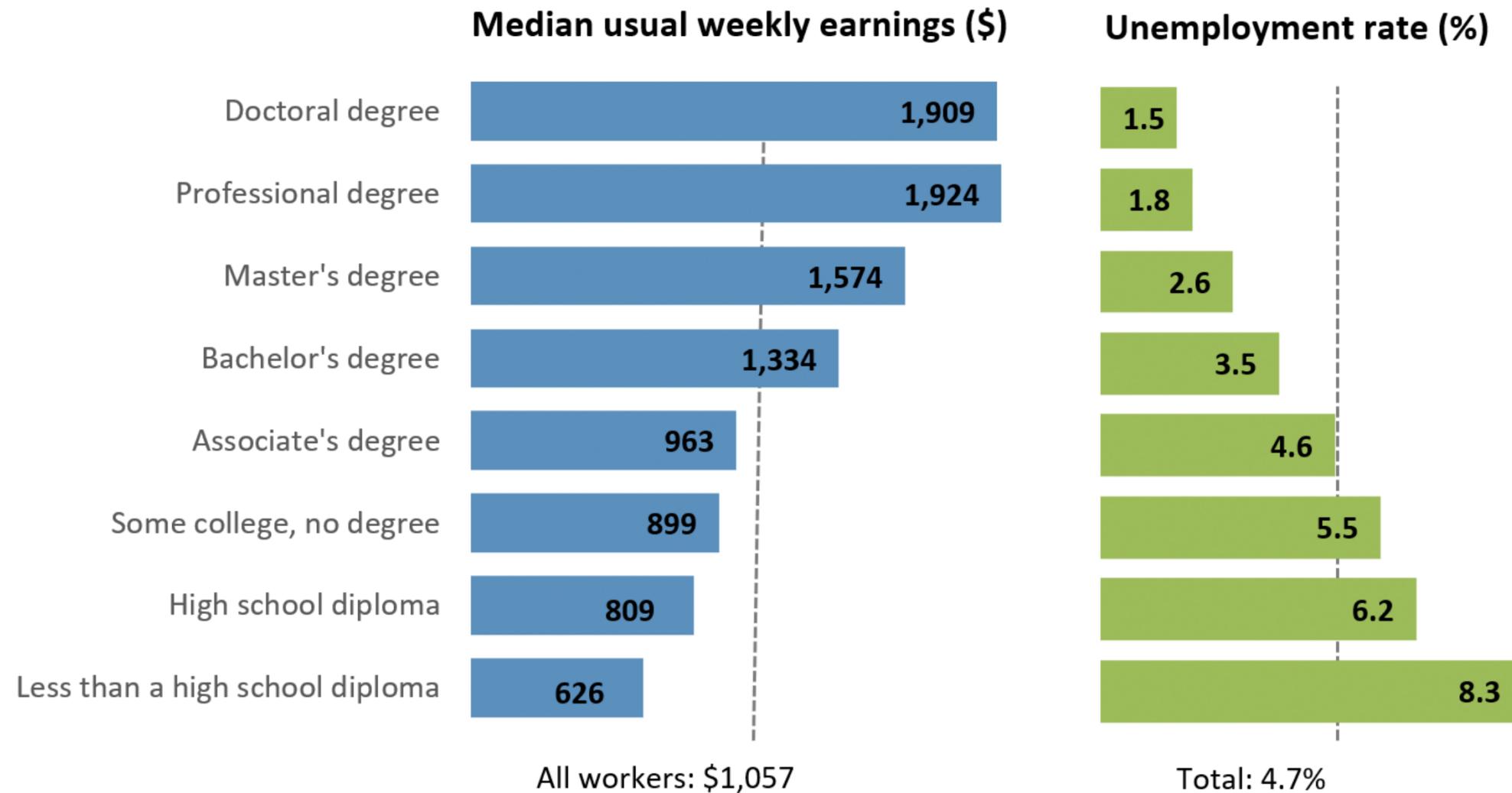
Higher education is the surest path out of poverty.

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Higher education leads to higher earnings and lower unemployment.

Earnings and unemployment rates by educational attainment, 2021



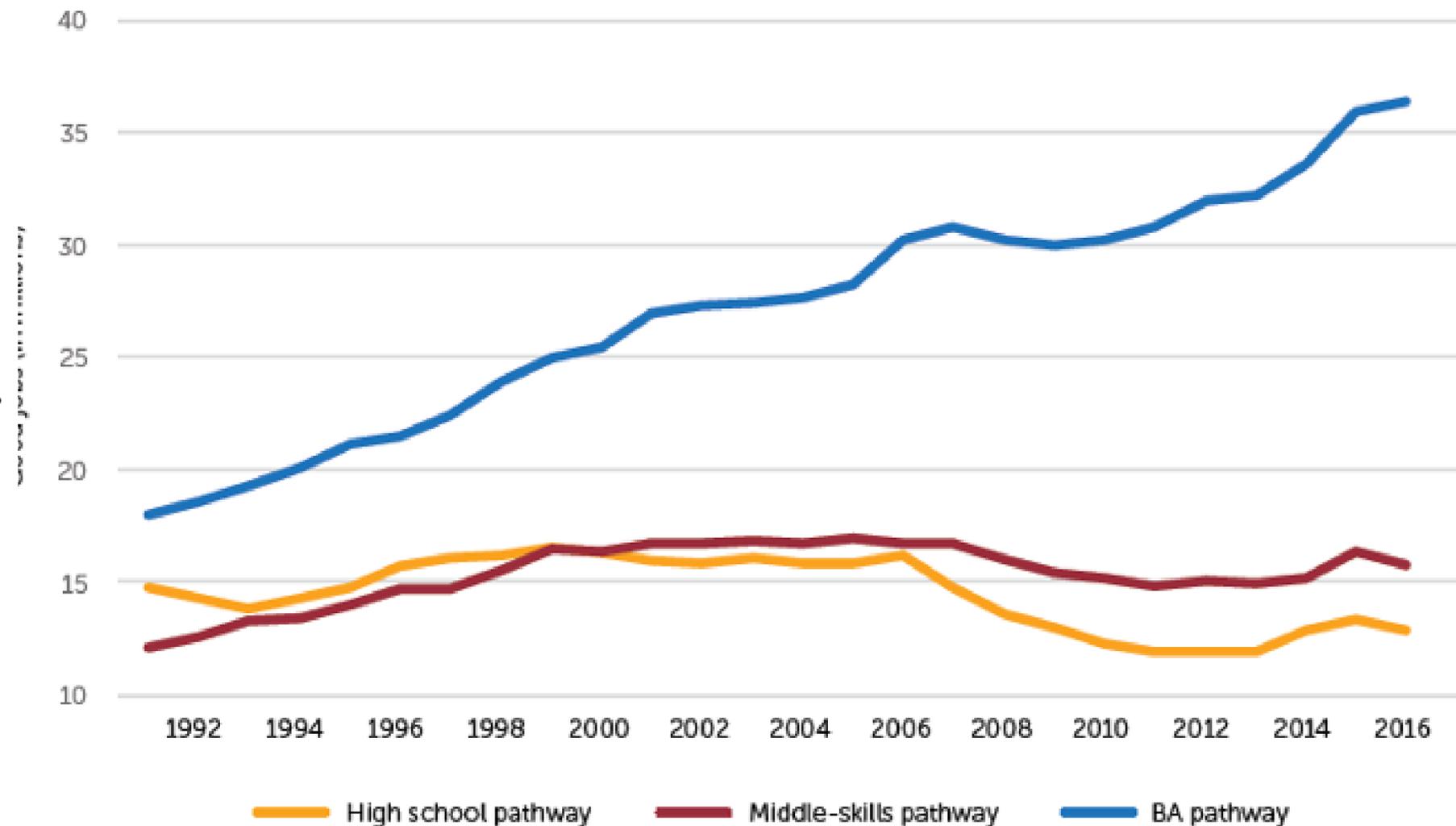
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.

“Good jobs” are available to those with certain credentials...

...and the value of those credentials continues to increase.

Figure 4. By 2000, the middle-skills pathway surpassed the high school pathway in providing good jobs.



Source: Carnevale, et al., Three Educational Pathways to Good Jobs. Georgetown Center on Education and the Workforce, 2018.

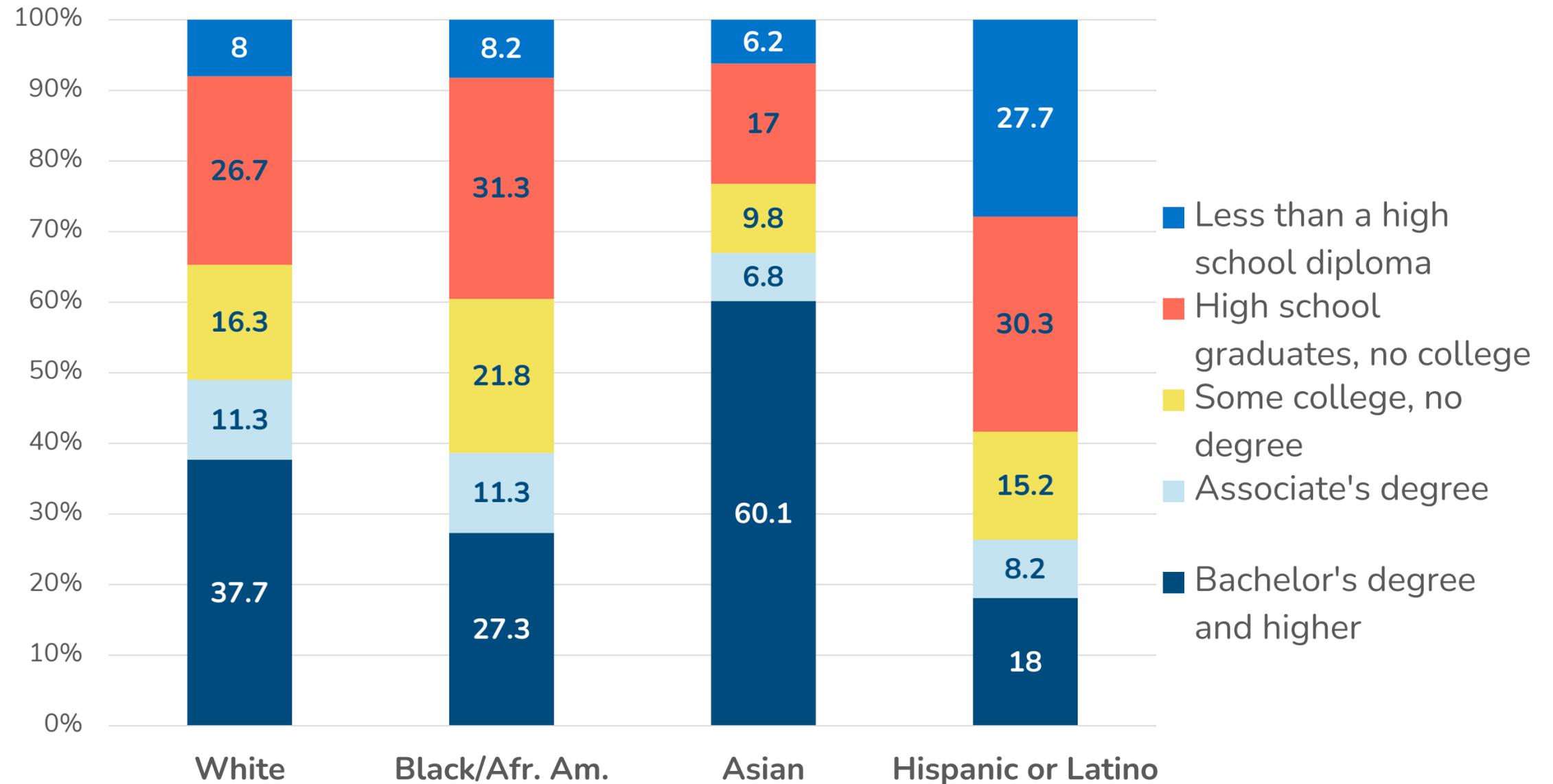
* "Good jobs" defined as those that pay a minimum of \$35,000 for workers between the ages of 25 and 44 and at least \$45,000 for workers between the ages of 45 and 64.

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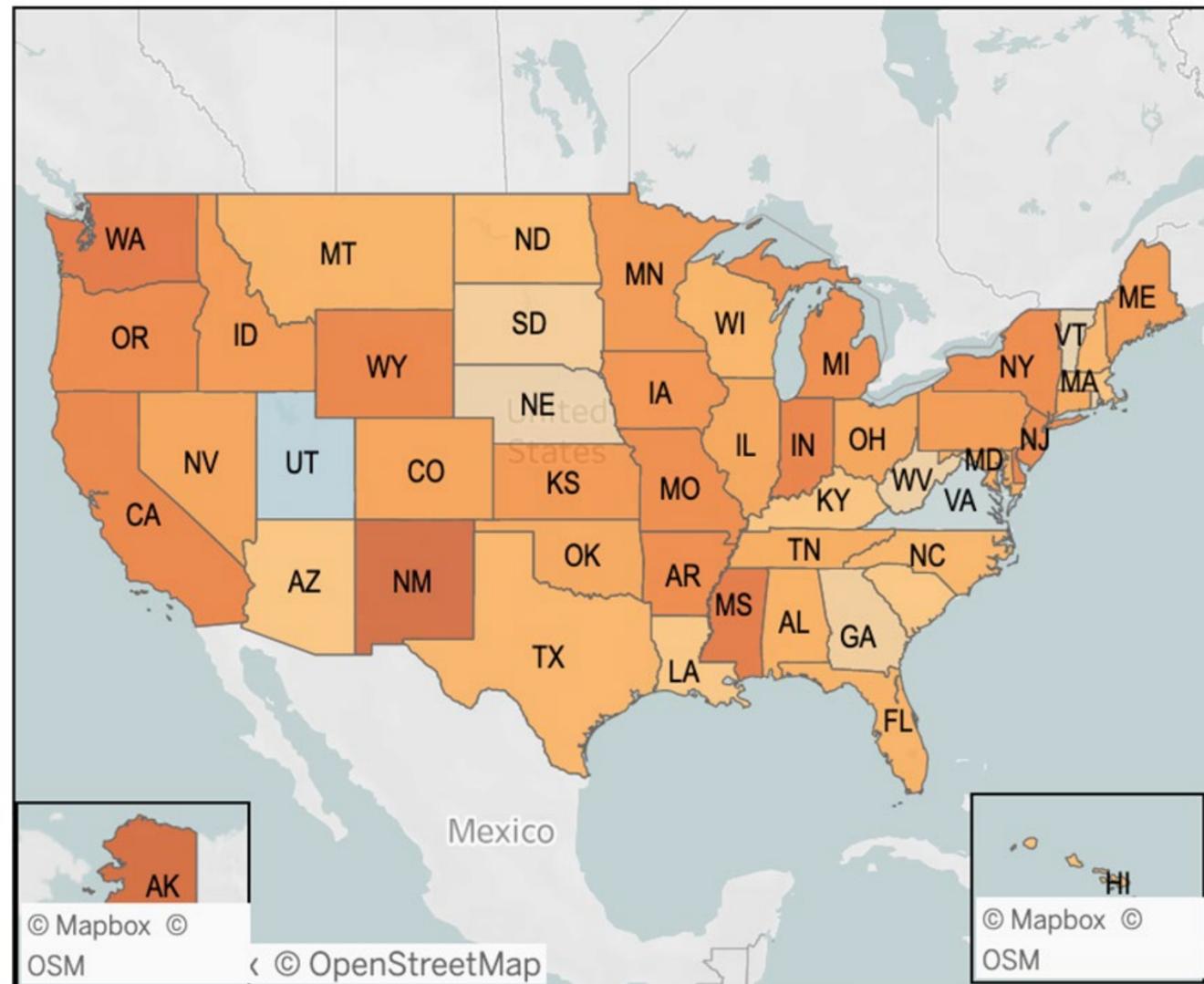
Meanwhile, U.S. educational outcomes are stratified by race and class, reinforcing economic and social inequality.

Educational attainment of the labor force age 25 and older by race, 2014



COVID hit community colleges and their students especially hard.

Enrollment Changes: Fall 2019 - Fall 2021



Note: Map shows change across all sectors.

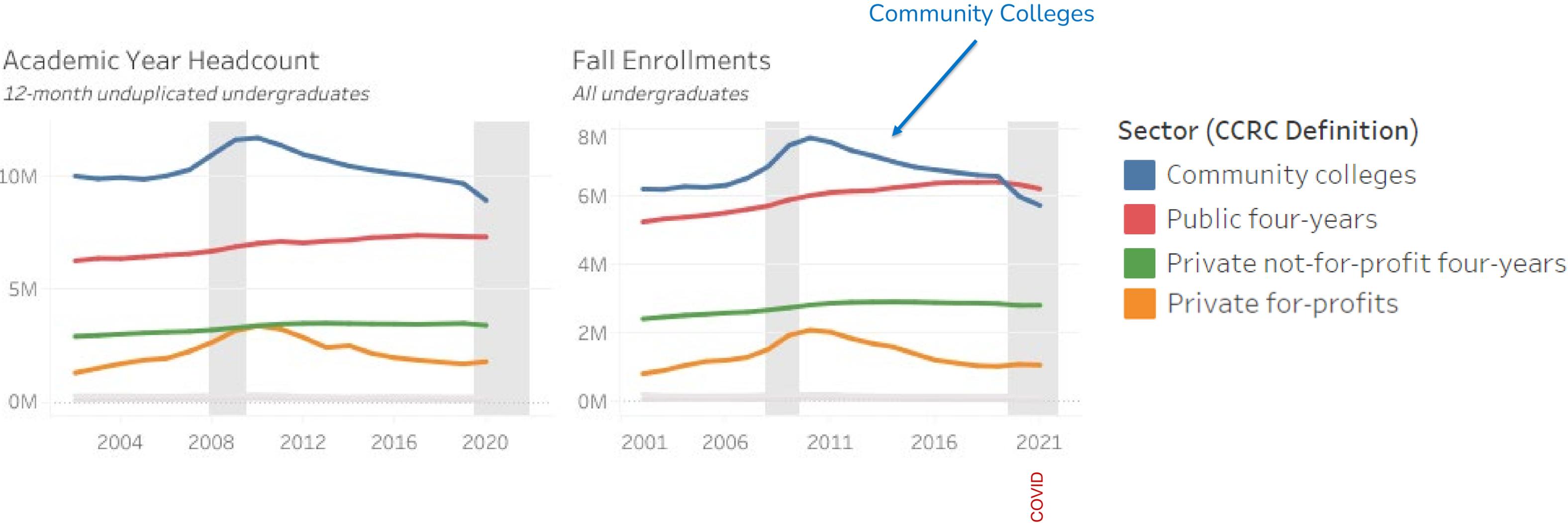
Source: National Student Clearinghouse, <https://nscresearchcenter.org/stay-informed/>

		Fall 2019 - Fall 2021
Public 4yr	Full-Time	-4.8%
	Part-Time	-0.8%
Private nonprofit 4yr	Full-Time	-2.4%
	Part-Time	-8.4%
Private for-profit 4yr	Full-Time	-10.6%
	Part-Time	-11.3%
Public 2yr	Full-Time	-17.6%
	Part-Time	-13.2%
Grand Total		-7.8%

Avg. Percent Change



But community colleges were losing enrollments for over a decade—COVID only worsened the trend.



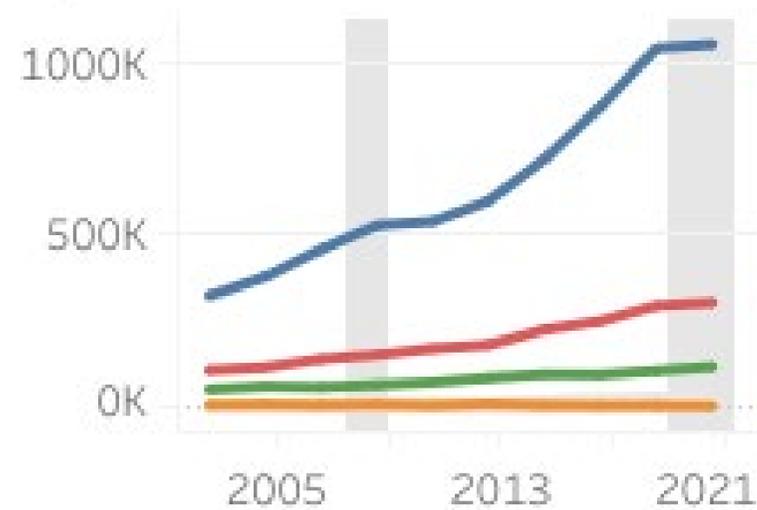
Source: IPEDS. <https://public.tableau.com/app/profile/john.fink/viz/UndergraduateEnrollmentTrendsbySector/Summary>

The lone bright spot: dual enrollment.

Fall Undergraduate Enrollments
Summary for student age and race/ethnicity

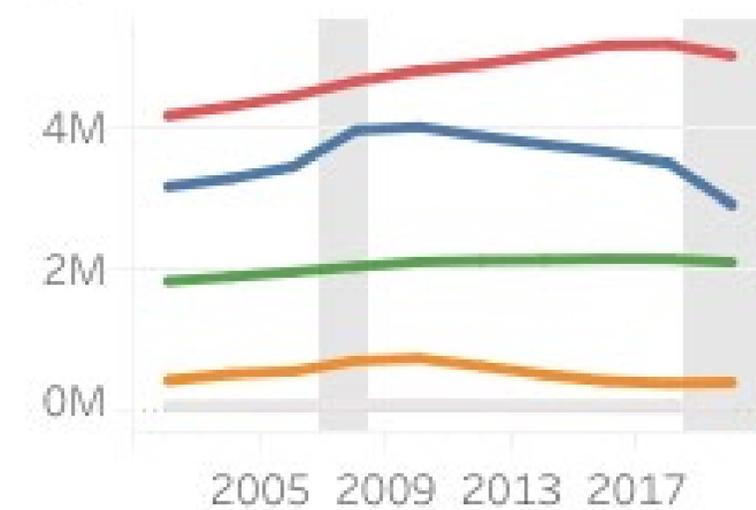
Select Years to Display
2001 to 2021
and Null values

Age: Under 18



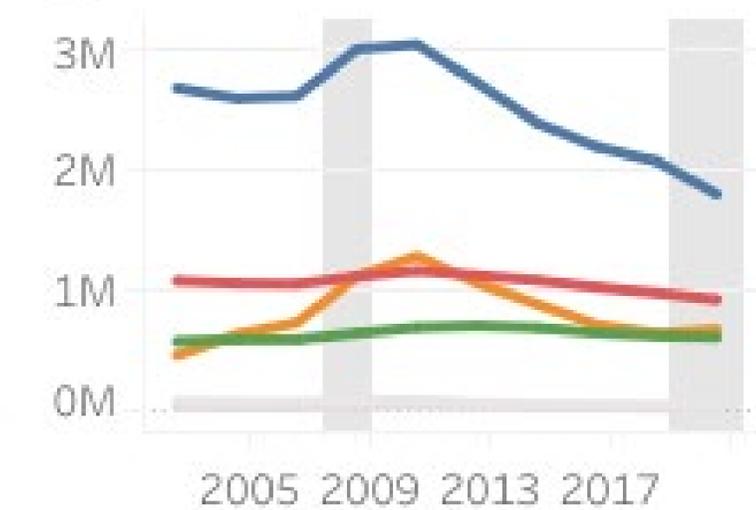
Dual enrollment students:
The only growing CC group.

Age 18-24



Traditional age: CCs are losing
market share to public 4-years.

Age 25+



Older students: Enrollments
are at historic lows

Sector (CCRC Definition)

- Community colleges
- Public four-years
- Private not-for-profit four-years
- Private for-profits

Source: IPEDS. <https://public.tableau.com/profile/john.fink#!/vizhome/UndergraduateEnrollmentTrendsbySector/Summary>

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**There are many reasons
for these declines.**

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**There are many reasons
for these declines.**

**Some beyond community
colleges' control.**

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**There are many reasons
for these declines.**

**Some beyond community
colleges' control.**

**But bringing enrollments
back will require
delivering greater value.**

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**To improve recruitment
and retention, community
colleges must ensure that
programs are
worth completing.**

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One goal:

Thousands more community college students, including students of color and those from lower-income backgrounds, entering and completing programs that lead directly to jobs that pay a family-sustaining wage or to efficient and effective completion of a bachelor's degree.

Success:

~12K more students in **high-value pathways** including students of color and low-income students

~12K fewer students on paths that **don't confer strong post-graduation opportunity**

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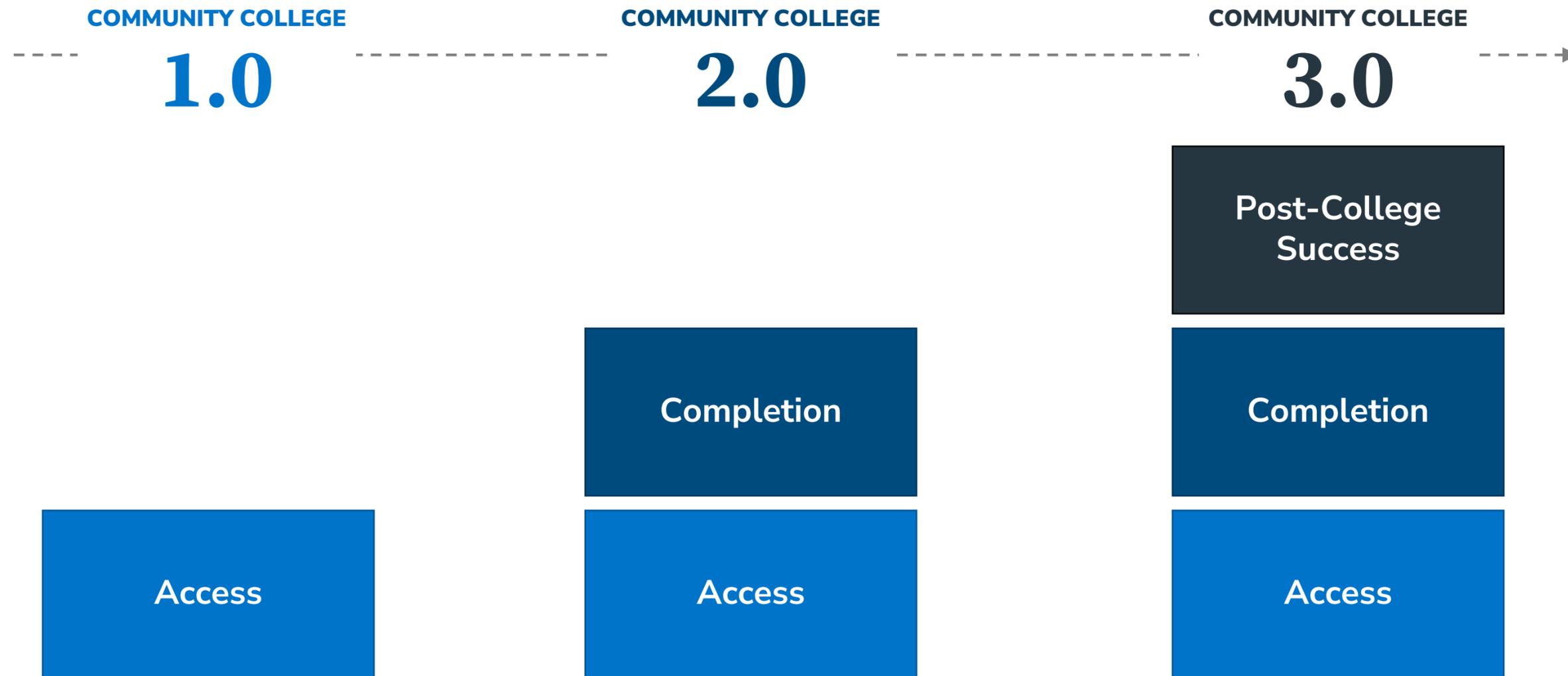


How can
community
colleges
deliver value
and thrive?

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Community Colleges



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Community College 1.0: Access

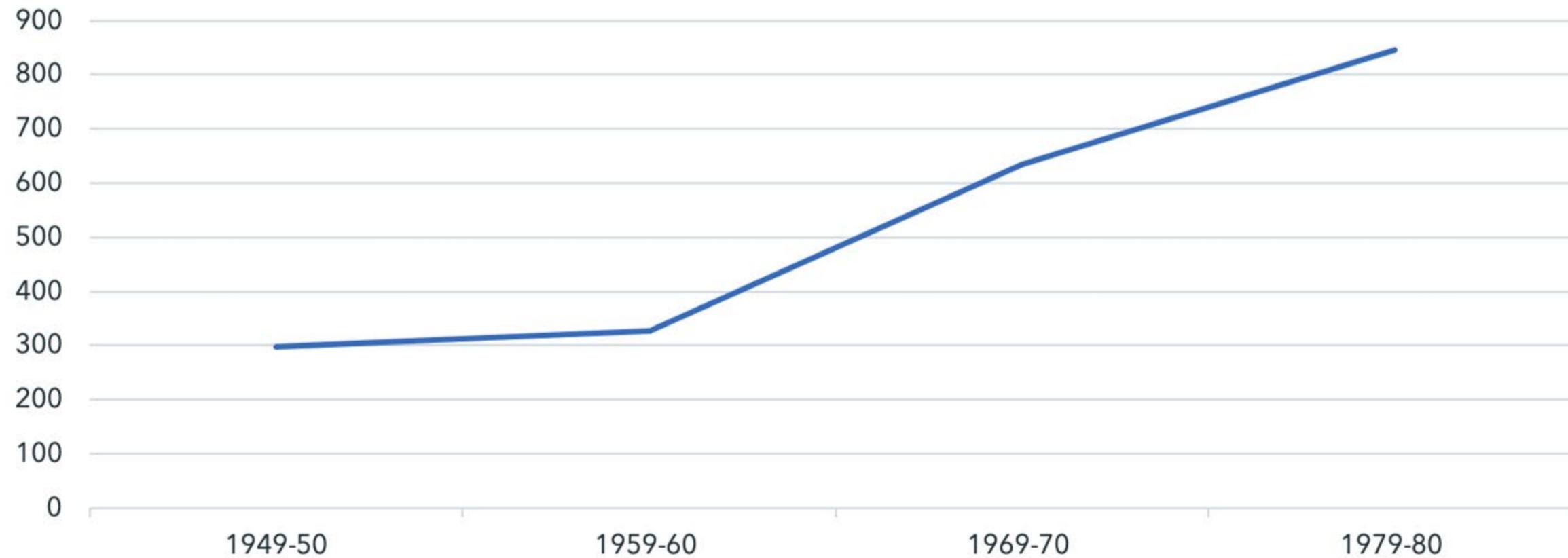
Great Depression Era:
Community colleges as workforce development agents, training semi-professionals to train industrial workers

Early 20th century:
Junior colleges providing post-secondary liberal arts education to prepare students for transfer

Post-WWII: GI Bill leads to expansion of community college enrollments

1960s-1970s: Pell Grant program for low-income students leads to enrollment boom

Increase over time in the number of community colleges

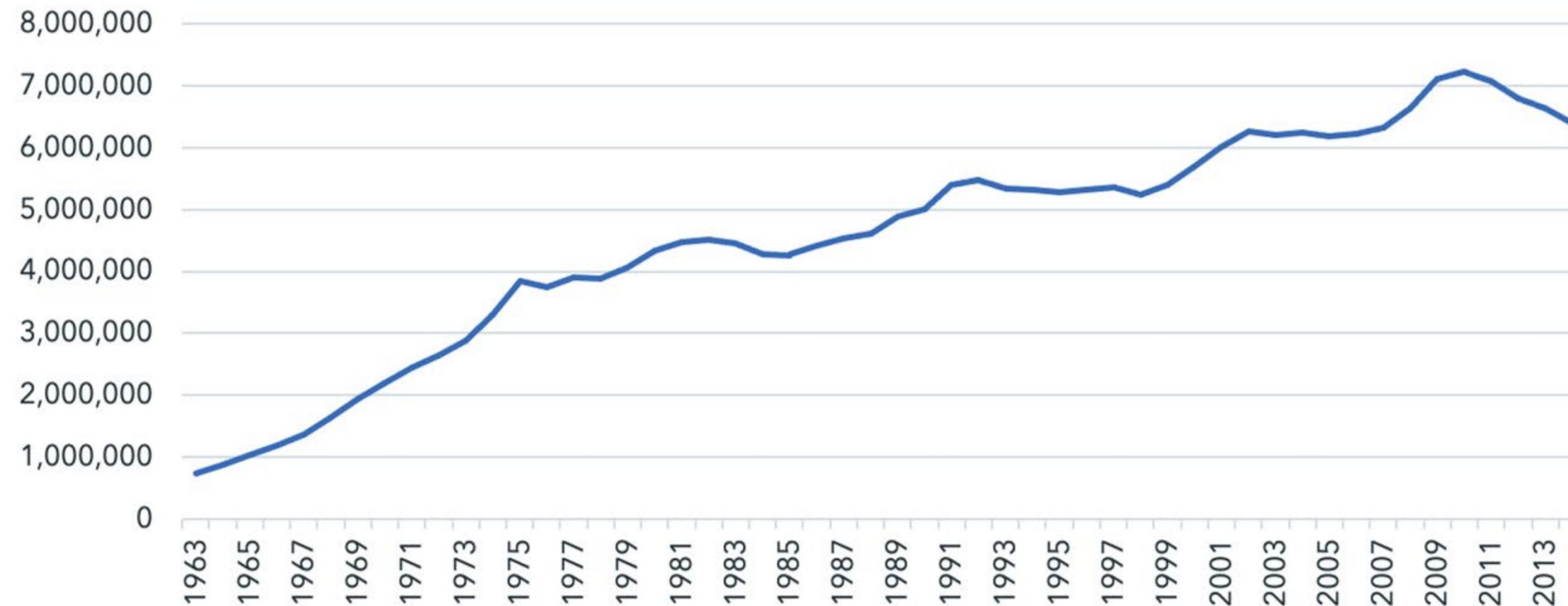


Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2016, Table 317.10.

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Total fall enrollment at community colleges, 1963-2014



Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2015, Table 303.25; 2011, Table 199

Community College 1.0

COMMUNITY COLLEGE

1.0

Access

LEGACY

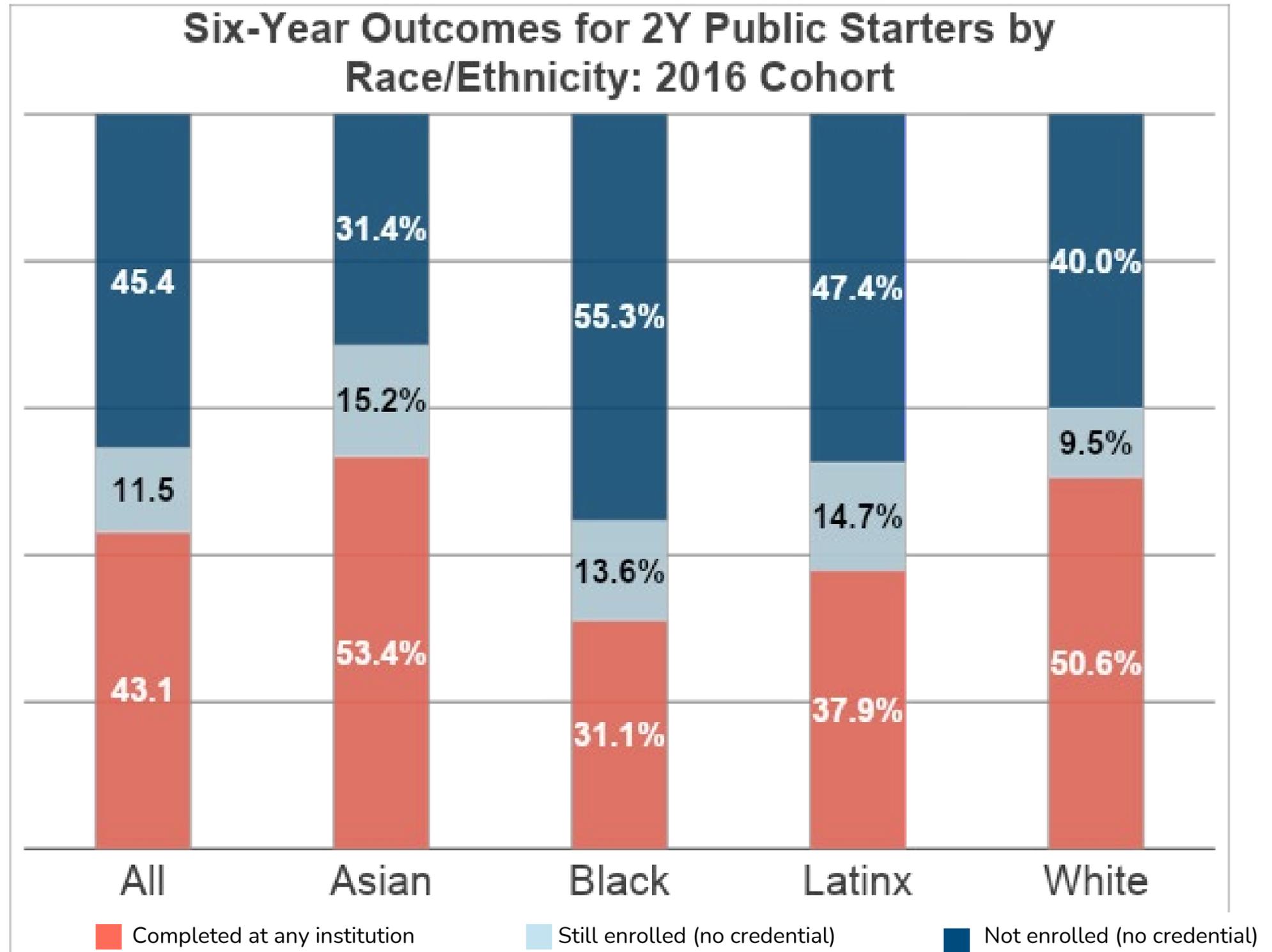
- Increased course and program options to meet the increased demand associated with expanded enrollment
-
- Increased developmental education needs due to more underprepared students
-

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Most community college starters do not earn any credential in six years; outcomes for students of color are even worse.

To remain competitive for students, colleges need to ensure that more students succeed.



Source: CCRC analysis of data from NSC Completing College 2022, which tracks the fall 2016 FTIC (includes former dual enrollment degree-seeking cohorts). https://nscresearchcenter.org/wp-content/uploads/Completions_Report_2020.pdf



Community College 2.0

COMMUNITY COLLEGE

2.0

Access

Completion

LEGACY #1 FROM CC 1.0

LARGE NUMBER OF UNDERPREPARED STUDENTS ENROLLING IN COMMUNITY COLLEGES

REFORM

Improve developmental education outcomes through acceleration, contextualization, etc.

OUTCOME

Higher rates of students completing developmental sequence, but lack of improvement in overall completion rates.

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Community College 2.5

COMMUNITY COLLEGE

2.5

Access

Completion

LEGACY #2 FROM CC 1.0

LARGE NUMBER OF PROGRAMS AND COURSES OFFERED AT COMMUNITY COLLEGES

REFORM

Guided pathways:

- Clear course sequences & other learning per degree
- Reorganized advising to get students on & through pathways

OUTCOME

Leaders must take on institution-wide reform rather than a series of independent initiatives; new kinds of leadership are needed.

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Progress HAS been made:

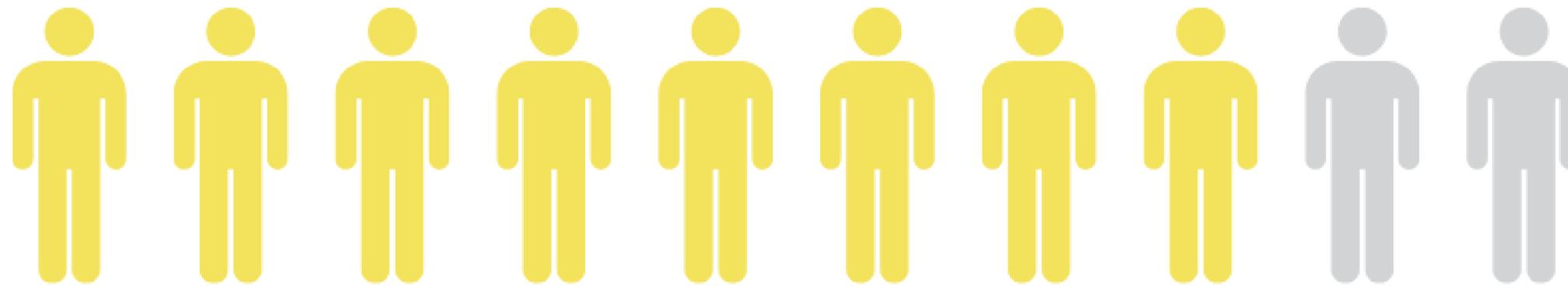
27% increase in six-year completion rate for students who start at a community college

2006: 34% → 2016: 43%

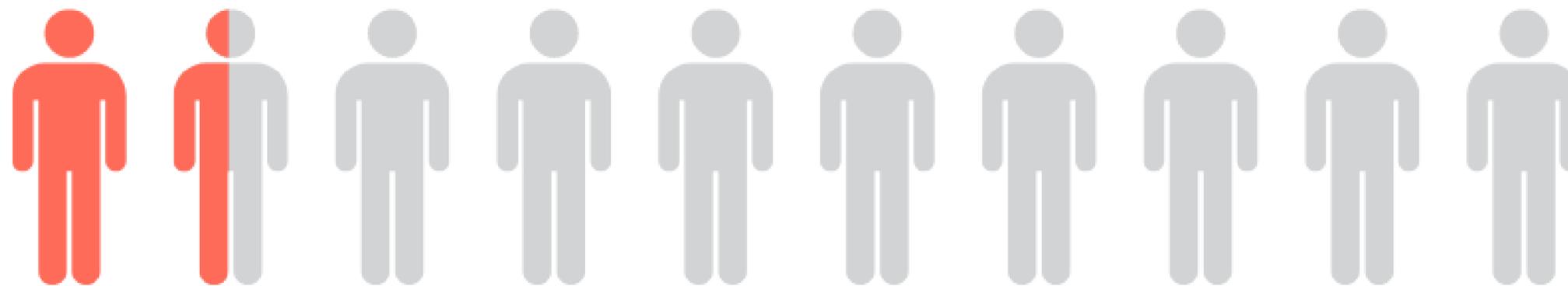
...but it's not enough

only about $\frac{1}{4}$ of associates degree grads *and*

a little more than $\frac{1}{3}$ of certificate holders earn >\$35,000 two years after completion



80% of community college students enter intending to earn a bachelors degree



16% do after six years

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Community College 3.0

COMMUNITY COLLEGE

3.0

Access

Completion

Post-College
Success

- **Strengthen the program portfolio** with post-graduation success in mind
- **Strengthen supports to enter and complete high-value programs**, aligning onboarding and advising to post-graduation goals
- Regularly examine data to foster continuous improvement

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Community College 3.0

COMMUNITY COLLEGE

3.0

Access

Completion

Post-College
Success

Engage Partners

- **Employers** can define needed skills, support work-based learning, supply scholarships and equipment, and provide colleges regular feedback
- **Four-year universities and colleges** can define skills, improve transfer processes, and partner to BA/BS attainment for jobs requiring a BA/BS
- **K-12** partnerships can ensure that students are connecting to programs of study
- **Community based orgs** allow for connection with adults and deliver non-academic supports

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What are
excellent colleges
doing to achieve
strong 3.0
outcomes for
students?

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A Framework for Student Success

Access to opportunity.

Enrollment reflects service area
Students have high and equitable access to programs of value

Success in college.

Students learn
Students complete

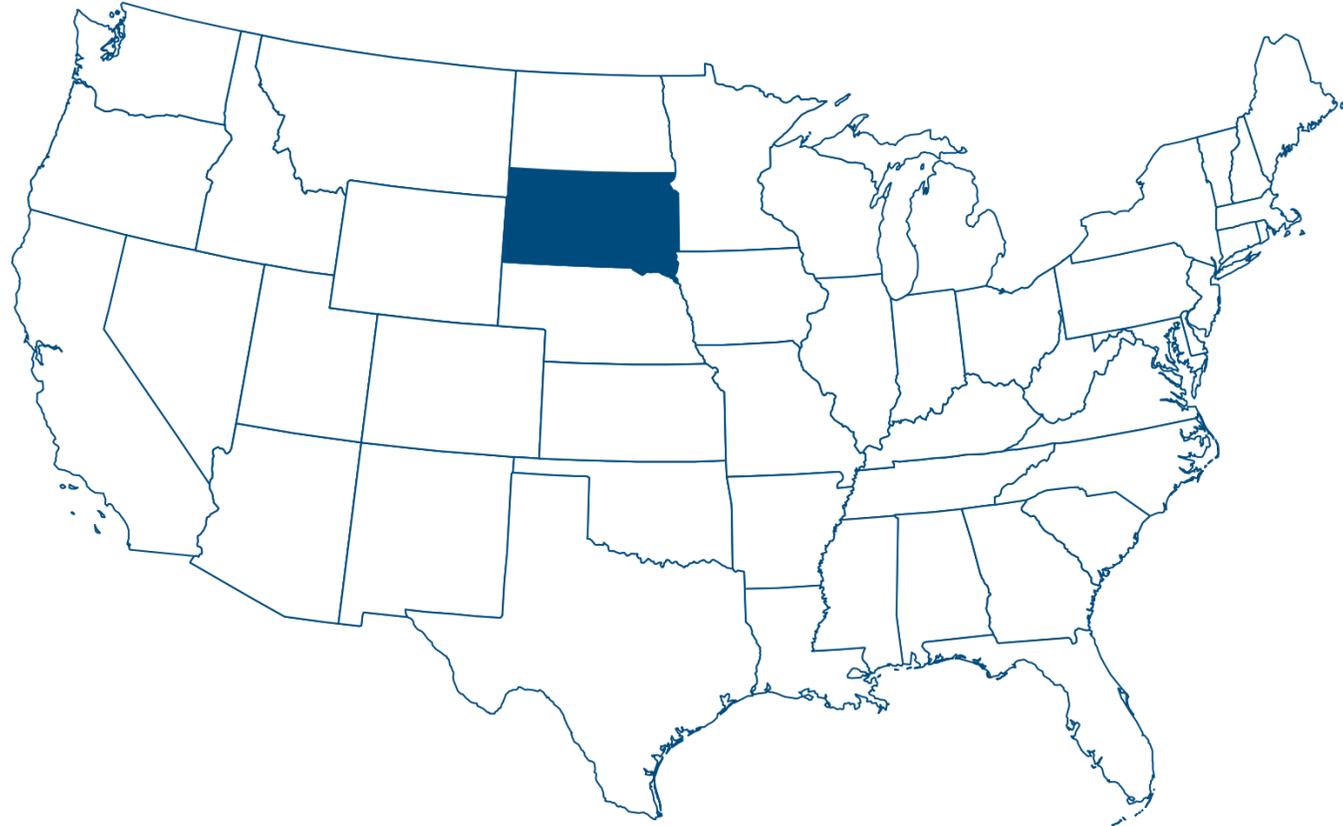
Success after graduating.

Students get good jobs
Students transfer and attain bachelor's
Equity in transfer and workforce outcomes for students of color and low-income students

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Lake Area Technical College



- Structured, cohort-based, block-schedule programs ensure students stay on track
- **Result: 76% graduation/attainment rate is among the nation's highest**

2017 WINNER

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FOR COMMUNITY
COLLEGE EXCELLENCE

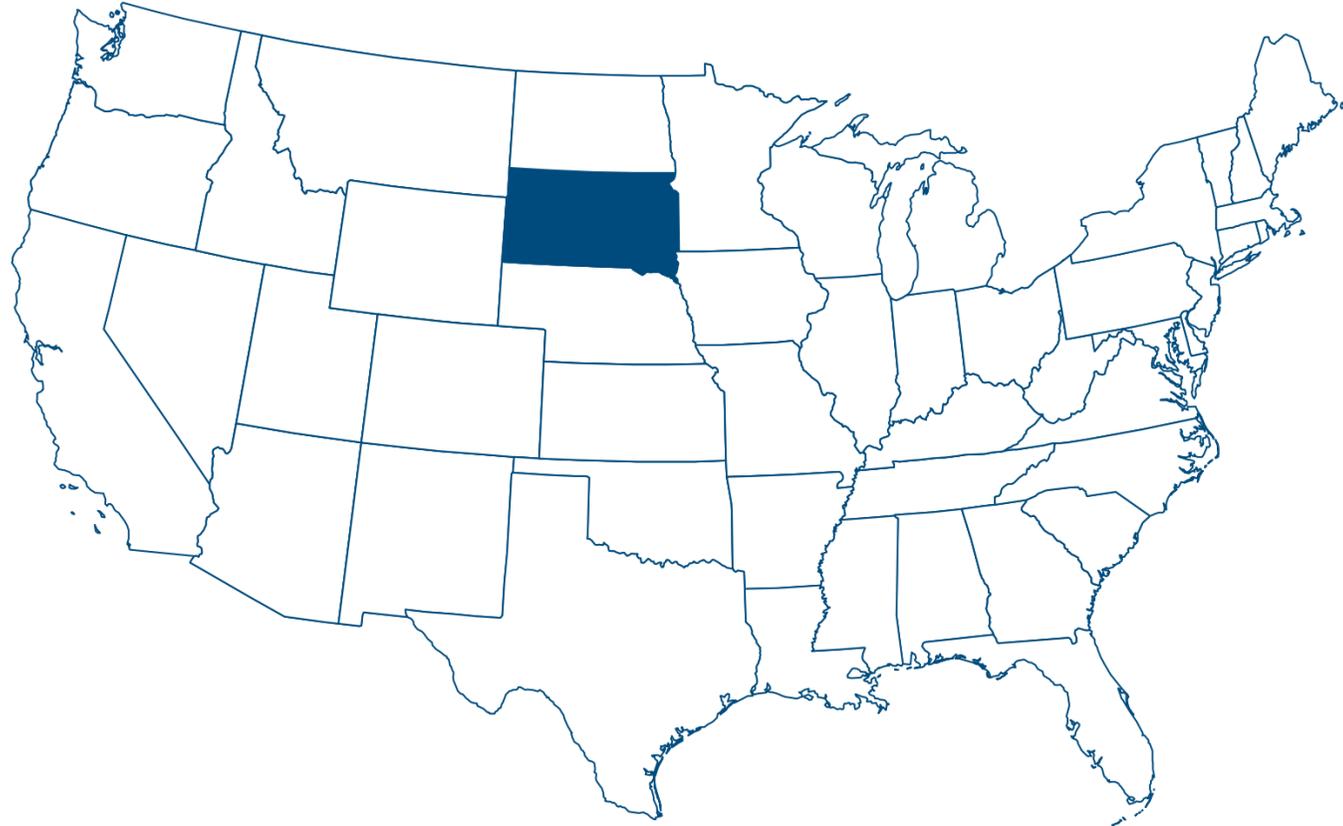
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Lake Area Technical College



- Built a culture and processes by which the college designs and consistently updates programs based on industry need and job expectation
- Redefined student success as job placement and good wages
- **Result: 99% employment rate and 27% wage premium for new graduates**

2017 WINNER

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Lake Area Technical College

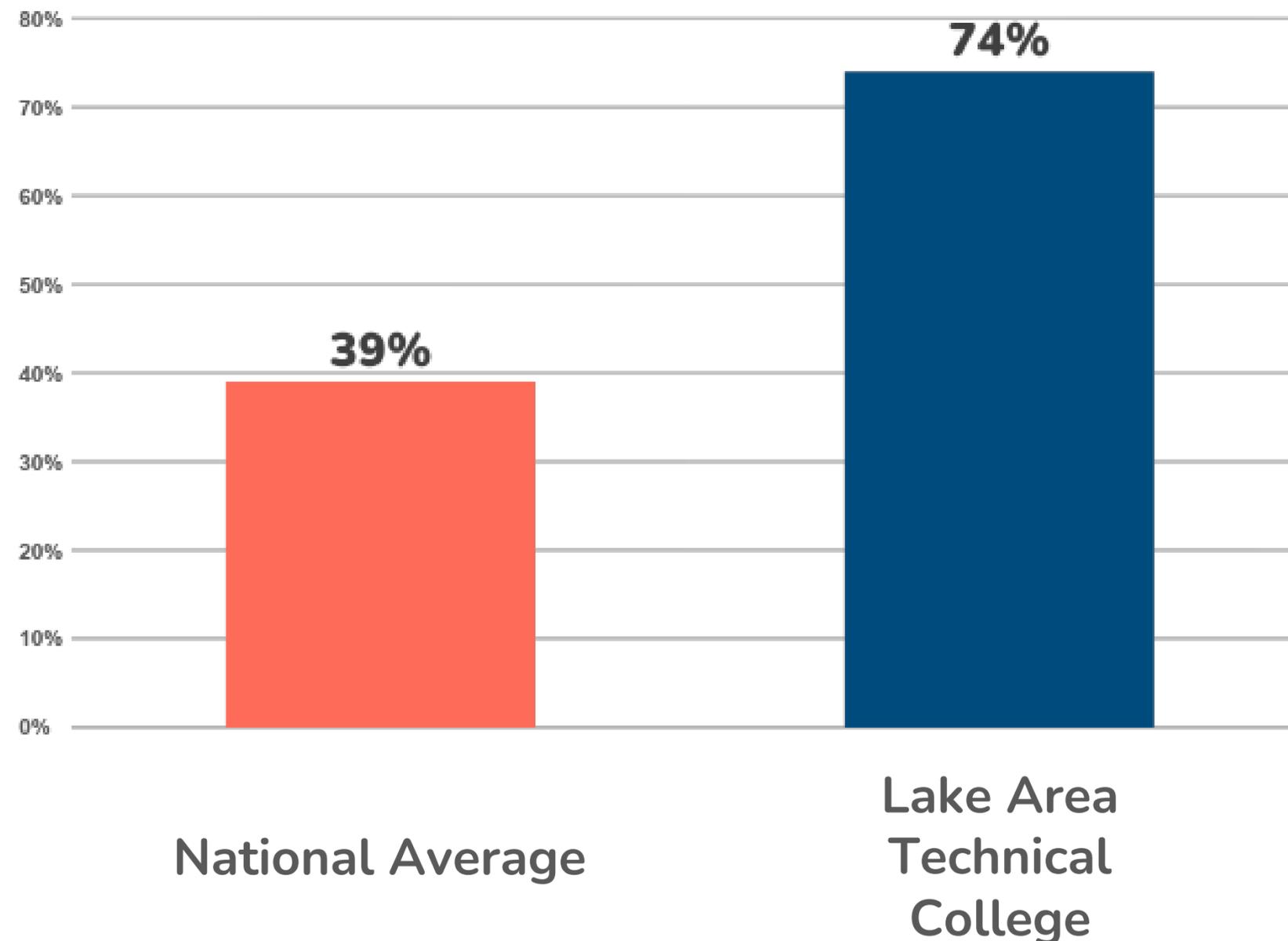
Sample Tool: Data Visualization of Program Review at Lake Area Technical College



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Lake Area Technical College

Exceptional Completion Outcomes for Students:
Three-Year Graduation + Transfer Rates (2017)



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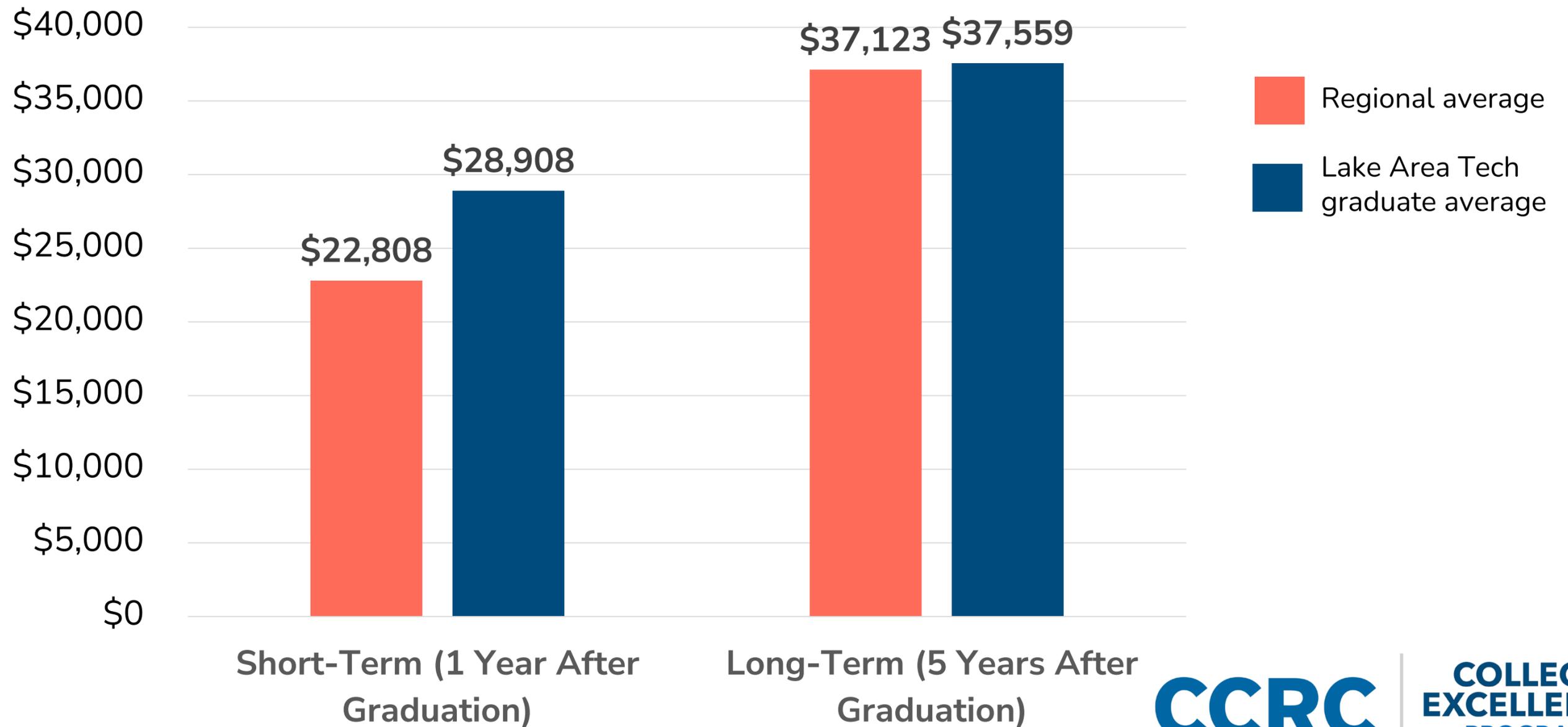
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Lake Area Technical College

Exceptional Labor Market Outcomes for Graduates:

Average Salaries of Recent Graduates Compared to the Average for Others in the Region



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San Jacinto College



2021 FINALIST
WITH DISTINCTION

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FOR COMMUNITY
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Actions:

- Created clear guided pathways for all students
- Helped students make early decisions through advising—sharing the mantra that “we start with the end in mind”
- Partnered with local school districts to build on-ramps to high-value programs for students from Title 1 schools
- Created exceptional workforce programs and facilities in their major industries: petrochemical, health care, marine technology
- Built trusting, invested relationships with employers
- Reduced students in gen ed pathways by talking to every student and solidifying goals

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San Jacinto College



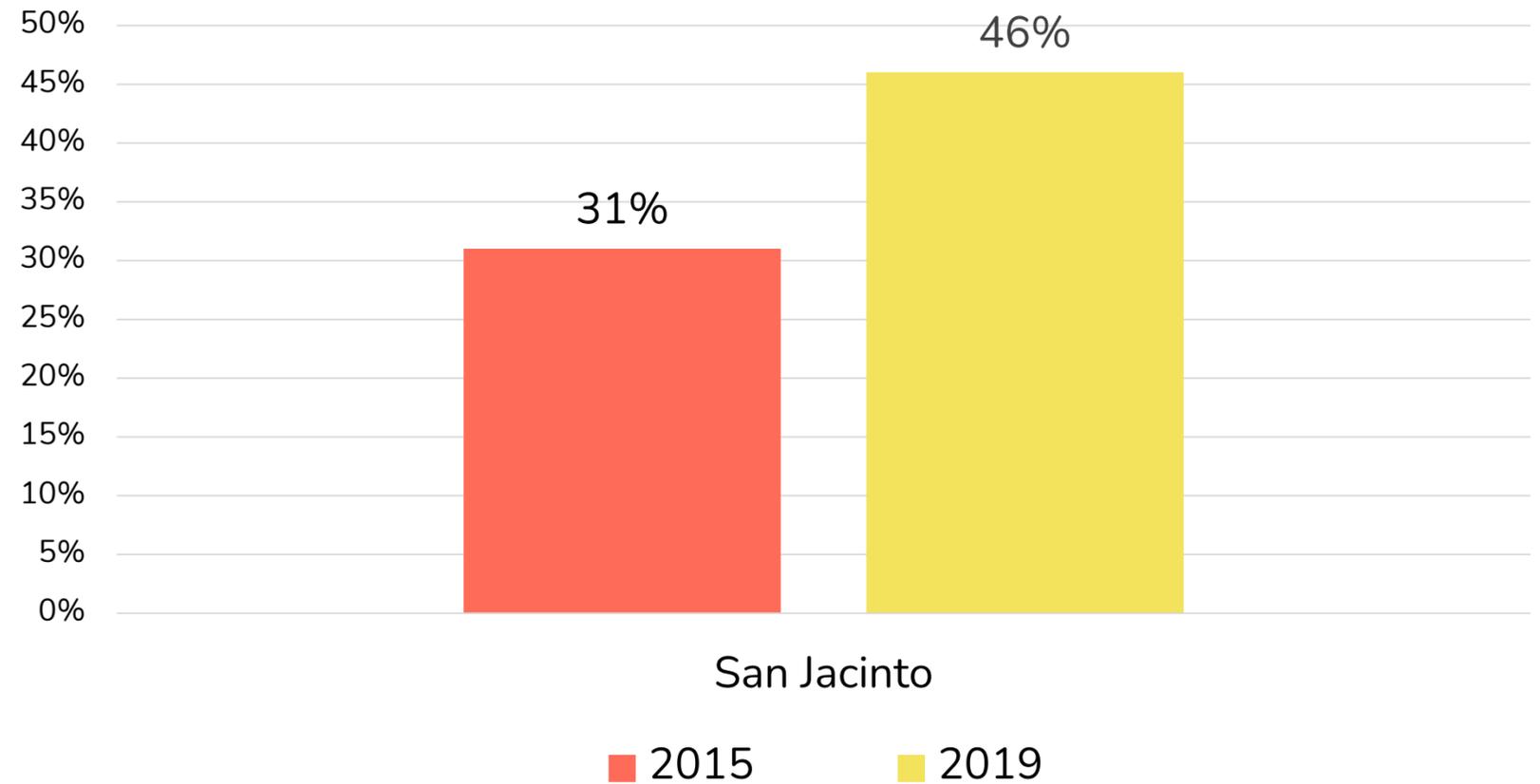
2021 FINALIST
WITH DISTINCTION

ASPEN PRIZE

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Graduation and Transfer Rate within 150% of Normal Program Time



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San Jacinto College



2021 FINALIST
WITH DISTINCTION

**ASPEN
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FOR COMMUNITY
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Results:

- Increased full-time enrollment from **9,010** in fall 2019 to **13,686** in fall 2020
- Reduced students in general studies associate degree programs from **57% in 2015-16** to **28% in 2019-20**

Sources: San Jacinto IRDS Student Success Dashboard data and data reported by SJC as part of the Aspen Prize process.

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From 1.0 to 3.0

What does this look like?

From...

College design and reforms focus on **ensuring enrollment in low-cost credit programs**

Data that drive decision making relate primarily to enrollment and retention – for senior team, boards, and within divisions/disciplines

Strategy to secure enrollments is short-term: Reaching prospective students with the right marketing = more understanding that college is worth it

Partnerships with K-12 aimed at increasing enrollment, but partnerships with employers and CBOs to educate adults are less robust



To...

College design and reforms focus on **maximizing completion of credentials of value**: short-term CTE, credit workforce, & pre-major transfer AA/AS degrees

Data that drive decision making center on completion of credentials that have value & enrollment and retention are reviewed in ways connected to that broader mission

Strategy to secure enrollments is long-term and aligned to mission: If the college delivers high and equitable completion in programs that lead to strong transfer and workforce, students will *experience* value

Partnerships to enroll students engage both K-12 and adult-serving organizations (employers and CBOs) and **aim to connect students to credentials of value**

From 1.0 to 3.0

What does this look like?

From...

Equity strategies aim to ensure enrollment, retention, and completion, and measurement of equity is aligned

Program design and approval are rooted in likely enrollment demand; program review is every few years and designed to strengthen program enrollment and retention

Work-based and other applied learning opportunities are optional – and often inequitable

Advising (onboarding, academic, basic needs, financial aid) is focused on ensuring enrollment and retention



To...

Equity strategies (and measurements) relate to completion of credentials of value, by program of study

Program design and approval aim to ensure value to students by meeting demand among employers (for good jobs) and universities; program review is annual (for CTE and transfer) and designed to rigorously assess completion & post-graduation success

Work-based and applied learning are inevitable, and employers and universities are deeply engaged to ensure scale and equity

Advising (in all forms) is focused on getting and keeping students on program paths that lead to post-graduation success

How can we unlock opportunity?

More Students in Higher-Value Programs

Fewer Students in Lower-Value Pathways

Strengthen the Program Portfolio

- Improve existing program quality and value
- Expand and diversify enrollment in existing high-value programs
- Launch new high-value programs
- Shrink or sunset low-value programs



Strengthen Supports to Enter and Complete High-Value Programs

- Expand and increase equity in recruitment into high-value programs
- Redesign onboarding to help students make informed, purposeful program choices
- Build student-centric schedules and delivery modalities
- Reform advising and student supports to keep students on high-value pathways

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Inquiry questions for this week

- What does your **regional context data** show about who needs access to higher education in your community?
- What does your **labor market data** show about what good jobs are available?
- What do your **program enrollment data** show about who is enrolled in what and whether enrollment in higher-value programs is equitable?
- What do your **assessment data** show about opportunities to improve practice?
- What can we learn from **national exemplars and research** about the strategies you can employ to make change?
- Which **external partners** are best positioned to contribute?

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Questions?

College Coach & Room Assignments

Track A

College Name	Coach	Room
Laramie County Community College	Doreen Larson	Sofia Ballroom
Lorain County Community College	Sandy Shugart	Rialto
Monroe Community College	Josh Wyner (Mary Rittling)	Carson
San Antonio College	Maria Harper-Marinick	Clemente
St. Petersburg College	Martha Ellis	Salk

Track B

College Name	Coach	Room
Odessa College	Josh Wyner (Mary Rittling)	Carson
Sinclair Community College	Sandy Shugart	Rialto
Southwest Wisconsin Technical College	Doreen Larson	Sofia Ballroom
Tulsa Community College	Martha Ellis	Salk
Valencia College	Maria Harper-Marinick	Clemente

Breakout Sessions

Track A:

- Take a break and move to your assigned breakout room by **10:30am**
- Coaching session #1 will focus on looking at community, labor market, and transfer data
- Wrap up at 12:00pm for lunch

Participant guide p. 25-30

Track B:

- Take a break and come back to this room at **10:30am** for a breakout session with the CCRC team focused on looking at your program enrollment data
- You will meet with your coaches after lunch
- Session wraps up at 12:00pm for lunch

Participant guide p. 31-36

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College Coach & Room Assignments

Track A: Move to breakouts

College Name	Coach	Room
Laramie County Community College	Doreen Larson	Sofia Ballroom
Lorain County Community College	Sandy Shugart	Rialto
Monroe Community College	Josh Wyner (Mary Rittling)	Carson
San Antonio College	Maria Harper-Marinick	Clemente
St. Petersburg College	Martha Ellis	Salk

Track B: Stay here

College Name
Odessa College
Sinclair Community College
Southwest Wisconsin Technical College
Tulsa Community College
Valencia College

Breakout sessions will wrap up in time for lunch in the Sofia Ballroom at 12:00pm

Following lunch, please return to this room by 1:10pm for room assignments for afternoon sessions

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Program Enrollment Data Deep Dive

Davis Jenkins & Hana Lahr, Community College
Research Center

Participant guide p. 31-36

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Program Enrollment Equity Mapper Excel Tool

Monitoring Equity in Enrollment of High-Value Workforce and Transfer Programs

Data Tool

This Data Tool is designed to help colleges start to examine data on student program enrollments. The tool is centered around four primary questions:

1. What programs are students currently enrolled in, generally (Tab 1), and by broad subjects or program areas (Tab 2)?
2. Are students enrolled in programs that lead to high post-completion value in terms of immediate job prospects (e.g., that enable graduates to secure jobs that pay family-sustaining wages), and/or further education (e.g., transfer efficiently to a bachelor's degree program in the student's major field of interest). Which programs lead to greater or lesser opportunity (Tabs 3 and 3a)?
3. Is enrollment equitable across programs and student groups? Which student groups (by race/ethnicity, gender, socioeconomic status, and age) are underrepresented in high post-completion value programs (Tabs 4a-c)?
4. Where are there opportunities to expand access and success for students from underrepresented groups in programs with high value for employment and transfer?

How to Use this Data Tool.

- The red "Data" tab is pre-populated with fictionalized data for illustration purposes. To use the tool, replace the fictionalized data with a similar list of student program enrollments at your college. You can insert additional columns to add information on each student. We encourage you to customize and enhance this relatively simple template.
- On the subsequent report tabs, pivot tables sum the "count" column. As such, on the "Data" tab, include either aggregated or student-level data, not both, to avoid double-counting students. Once you enter your data into the "Data" tab, the tree maps and figures on subsequent tabs will update. This may require you to "refresh" the data, or to save/close/reopen the Excel workbook. To refresh the data, click anywhere on the pivot table then click refresh under the PivotTable Analyze menu.
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Overview | **Data** | 1_Program Treemap | 2_Program Area Treemap | 3A_

In this session, we will use an Excel tool developed by CCRC to examine data from your college on enrollment of your students in programs organized by their post-completion value for employment and transfer.

Program Enrollment Equity Mapper Excel Tool

Data Entry
Enter your student and program characteristics data in the table below.

Data Notes

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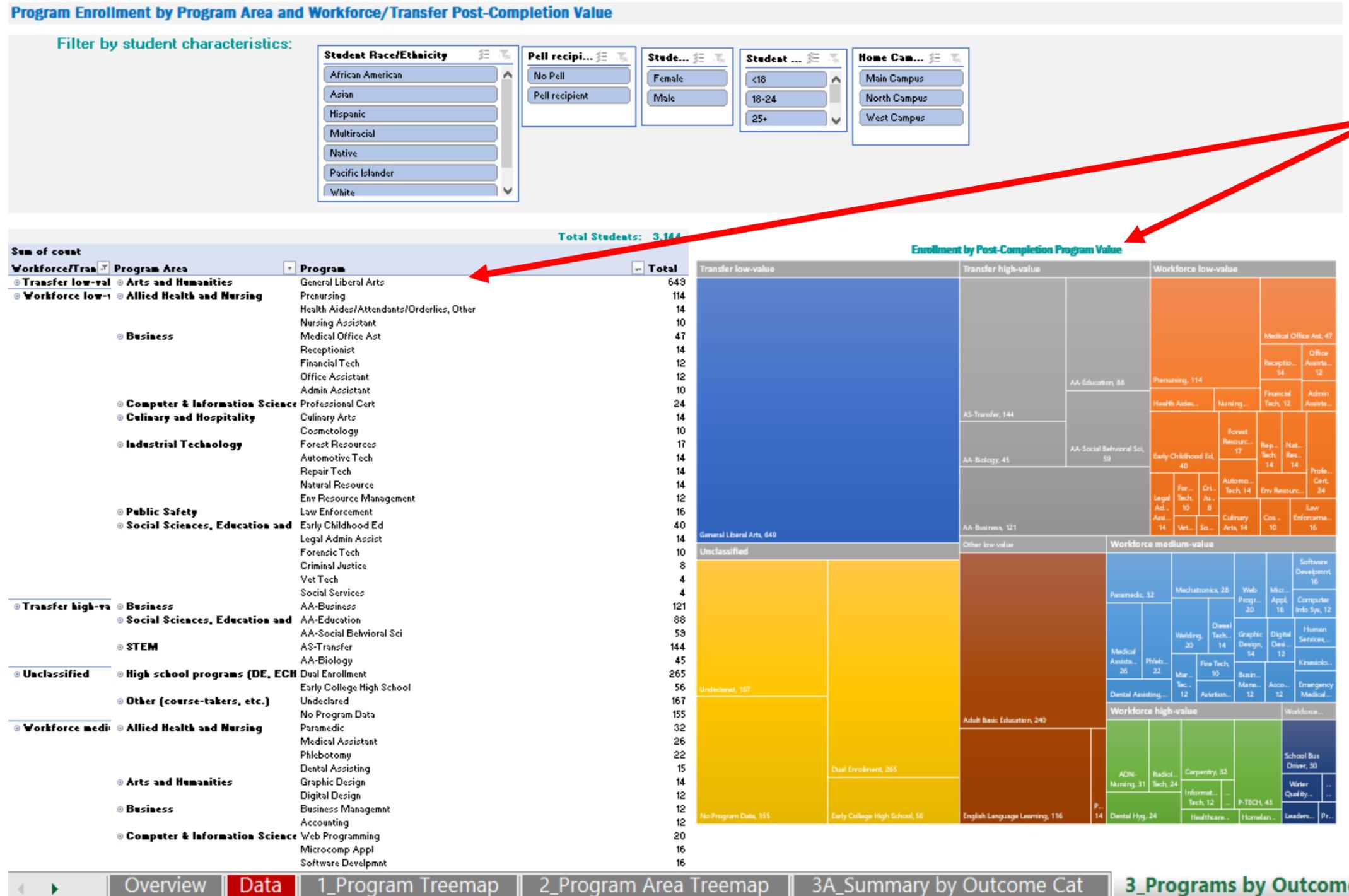
1	Program	Workforce/Transfer Category	Program Area	Gender	Race	Age	Pell recipient	generation college student	Full/part time	Total Count = 3,144	Home Campus	Count
2	General Liberal Arts	Transfer low-value	Arts and Humanities	Male	Asian	<18	Pell recipient				North Campus	1
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Your project lead and IR staff classified your programs based on PCV for jobs and transfer and entered data into the Excel tool for all students enrolled in fall 2022 on their specific program of enrollment, program area (metamajor), demographic characteristics and primary campus (if applicable) along with the program PVC category for the given program.



Program Enrollment Equity Mapper Excel Tool



Using the data entered by your colleagues, the Excel tool generated Pivot tables and graphs that you will use to analyze how equitable enrollment is in programs organized by their post-completion value.

Data for Inquiry and Action to Increase Equitable Enrollment in High-Value Programs [YOUR COLLEGE'S NAME]

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Equity of program enrollment by post-completion value (PCV): Questions to guide inquiry and action

- 1) Which of our programs have higher value for immediate job advancement and/or transfer in student's major field of interest? Which programs have lower or unclear post-completion value for employment or transfer?
- 2) How many students are enrolled in higher-value programs compared to lower-value programs? How many students are not in a program that has clear job or transfer outcomes?
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These are questions to guide your examination of the data.

Aspen-CCRC Taxonomy of Community College Programs by Post-Completion Value (PCV) for Employment and Transfer

This is the taxonomy CCRC and Aspen developed to classify programs by post-completion value.

Program PCV Category	Program leads to credentials that enable completers to:
Workforce high-value	Secure jobs paying family-sustaining wages E.g., ADN, AAS-Industrial Mechanics/Maintenance Technology, Long Certificate-Lineworker, most bachelor's degrees in applied fields
Workforce medium-value	Secure jobs that pay more than prevailing wage for low-skill work but less than living-wages AND can serve with further training as steppingstones leading to living-wage jobs in the same field. E.g., Long Certificate-LPN. Long Certificate Welding, Long Certificate EMT
Workforce low-value	Secure jobs that pay prevailing wage for low-skill work and that do not provide opportunities for advancement in the same occupational field without extensive further education or training. E.g., CNA, AAS-Early Child Care, AAS/Cert-Culinary, AAS/Cert-Cosmetology
Workforce upskilling	Develop and document skills of value in the labor market but that may not by themselves enable students to secure or advance to better paying jobs. E.g., Short Certificates-MS Office; Short Certificate-Project Management; micro credentials or badges
Transfer high-value	Transfer all or most of their credits toward a bachelor's degree in a specific major field. E.g., ADN, AS-Biology, statewide pre-major transfer associate degrees
Transfer low-value	Transfer many of their credits only as electives rather major-applicable credits E.g. AA- Liberal Studies, General Studies, AA-General Business
Other low-value	Credentials do not enable completers to advance to better jobs, build workforce or academic skills or to advance to higher levels of education. Examples: Long Certificate-Liberal Arts or General Studies, GED
Unclassified	Credentials whose value for employment or further education has not been ascertained.

How our college classifies programs by PCV

Program PCV Category	Program leads to credentials that enable completers to:
Workforce high-value	[ADD YOUR COLLEGE'S DEFINITION]
Workforce medium-value	[ADD]
Workforce low-value	[ADD]
Workforce upskilling	[ADD]
Transfer high-value	[ADD]
Transfer low-value	[ADD]
Other low-value	[ADD]
Unclassified	[ADD]
[ADD ANY OTHERS]	[ADD]

Your college should use this table to document specifically how you've defined each PCV category (and any others you've added).

[Your College] Excel PCV Mapper Tool Tab 3a

What proportion of your students are enrolled in higher-value workforce or transfer programs?

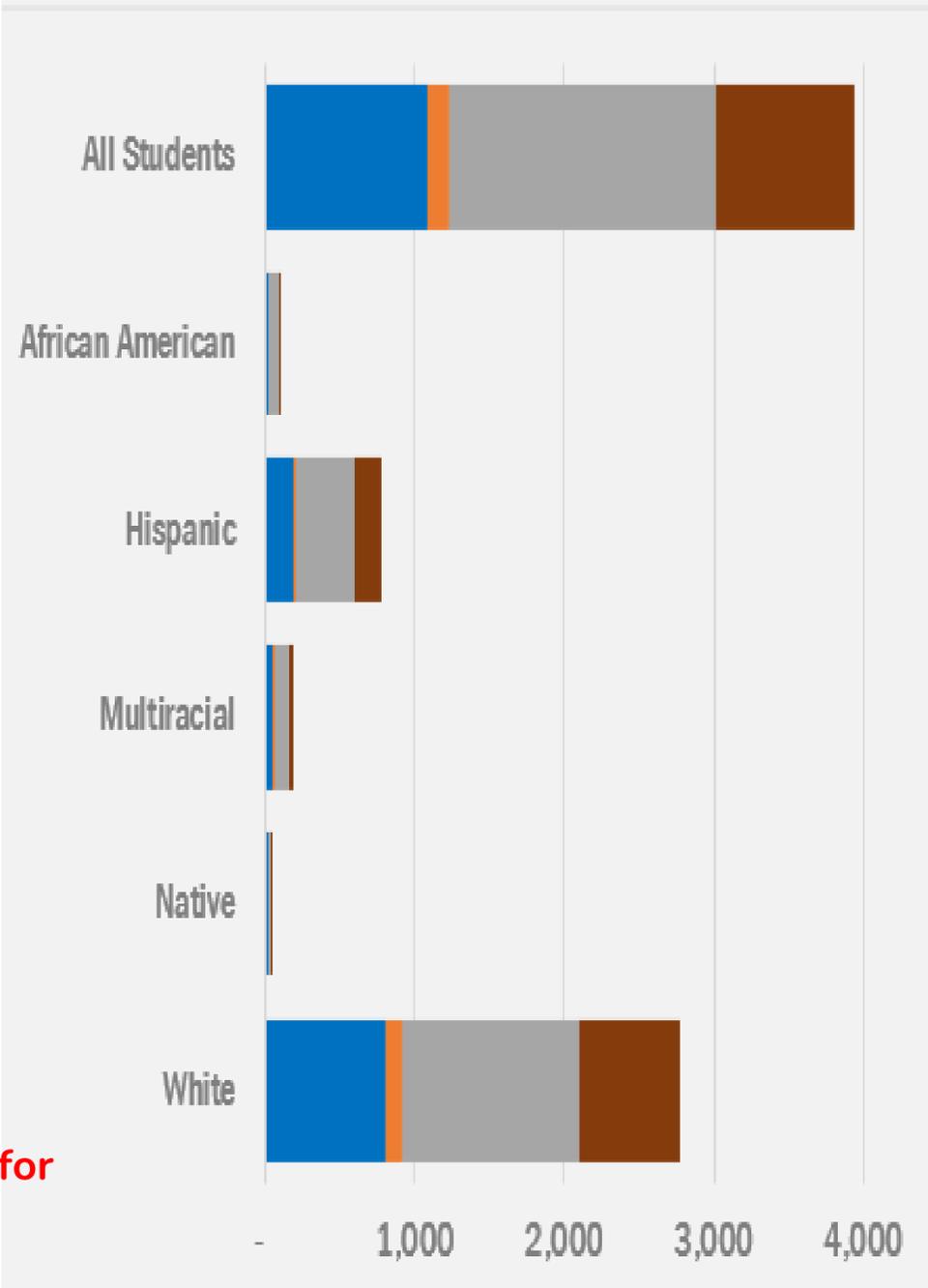
What share are in programs of lower or unclear value for jobs or transfer?

Are certain groups of students under-represented in higher value workforce and/or transfer programs or overrepresented in low or unclear value programs?

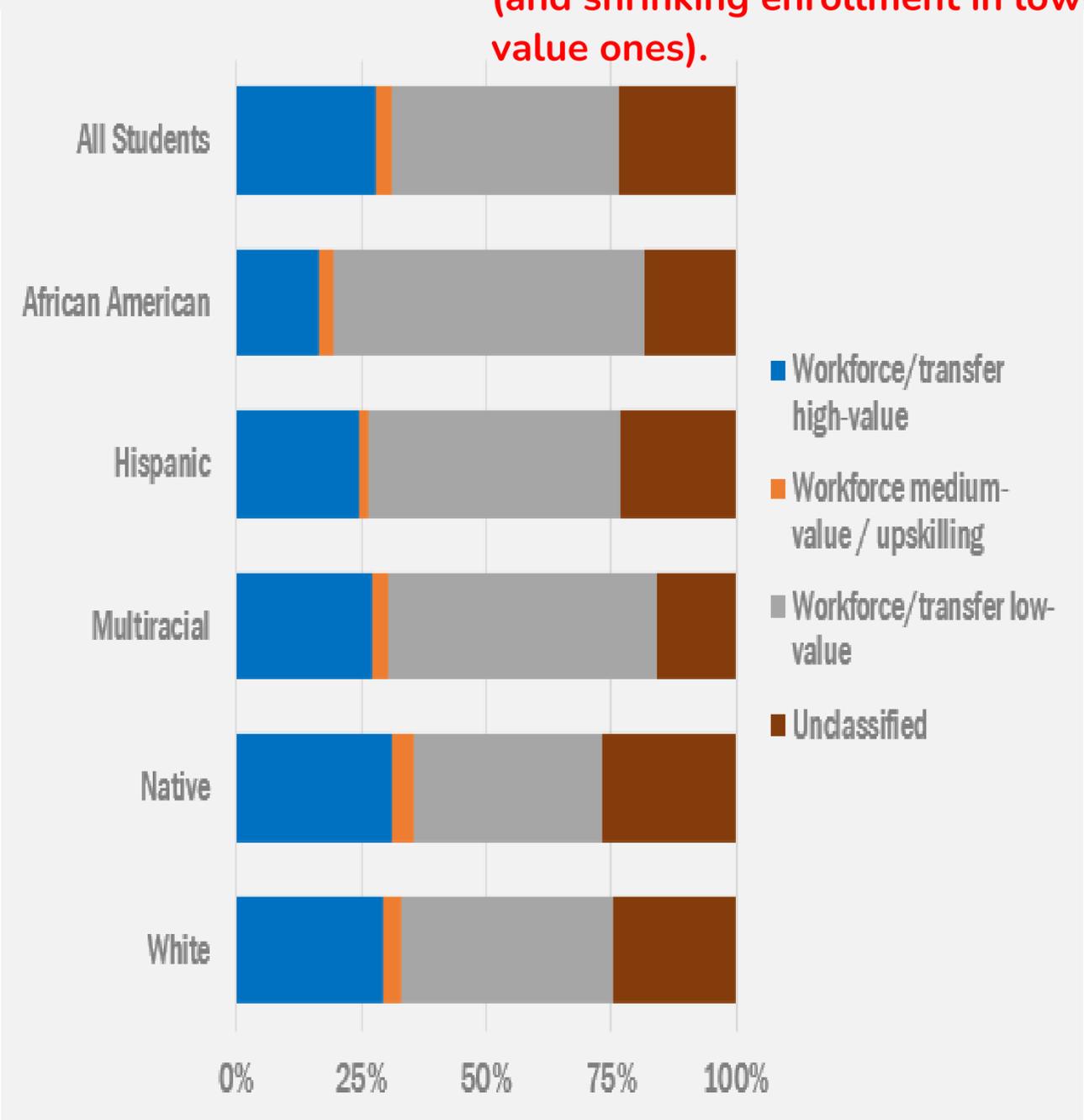
Summary: Enrollment by Race/Ethnicity and Workforce/Transfer Outcome

This high-level chart is designed for use in raising awareness about and monitoring your college's progress over time in expanding enrollment in high-value programs (and shrinking enrollment in low-value ones).

Number of students enrolled



Percentage distribution



See the speaker notes for each data slide for observations and questions from CCRC about your college's data.



[Your College] Excel PCV Mapper Tool Tab 3a

What proportion of your students are enrolled in higher-value workforce or transfer programs?

What share are in programs of lower or unclear value for jobs or transfer?

Are certain groups of students under-represented in higher value workforce and/or transfer programs or overrepresented in low or unclear value programs?

This is a more detailed version of the previous "scorecard" chart showing the number and % of students on specific PVC categories.



See speaker notes for CCRC observations.



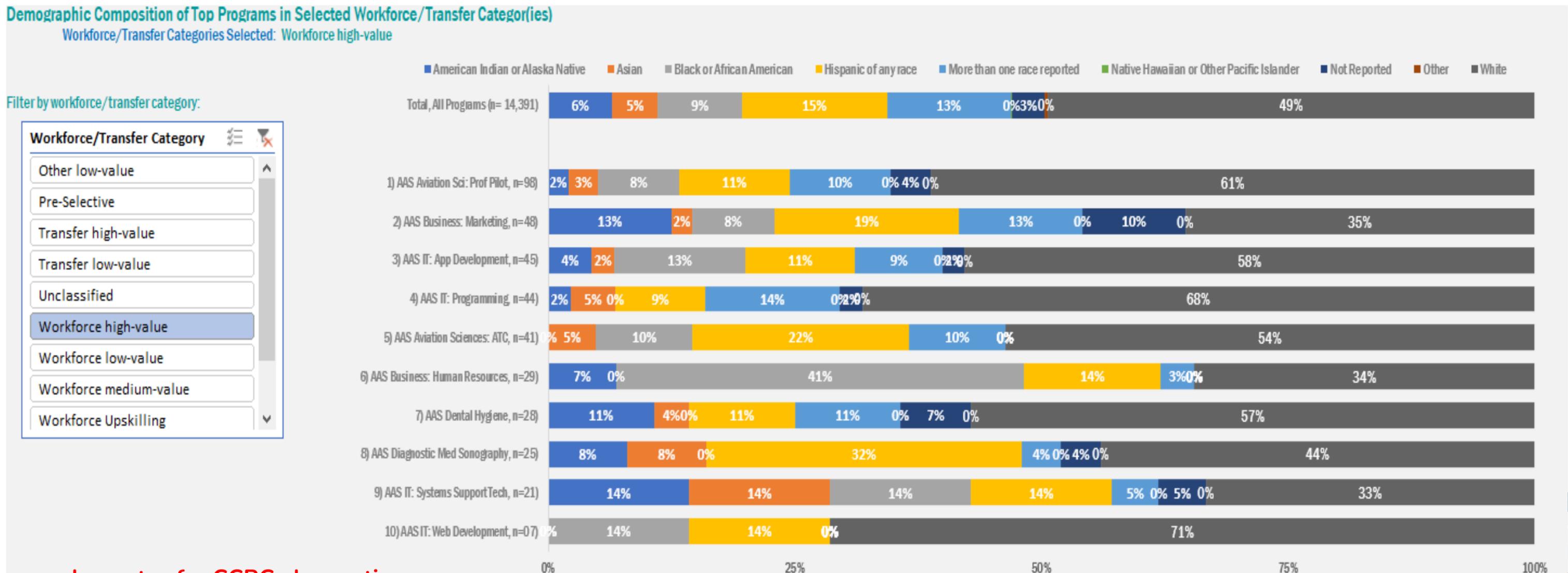
Are certain groups of students by race, gender, Pell or other characteristics underrepresented in our largest high-value workforce programs?

[Your College] PCV Mapper Tool Tab 4a

This chart enables you to see whether enrollment in your top 10 programs in each PVC category reflects the racial diversity of your college's student body overall.

Enrollment Distribution by Race/Ethnicity in Top 10 Largest Programs

Which students are underrepresented in programs that lead to higher value post completion outcomes?



See speaker notes for CCRC observations.

Are certain groups of students by race, gender, Pell or other characteristics underrepresented in our largest high-value workforce programs?

[Your College] Excel PCV Mapper Tool Tab 4b

This chart enables you to see whether enrollment in your top 10 programs in each PVC category reflects the gender diversity of your college's student body overall.

Enrollment Distribution by Gender in Top 10 Largest Programs

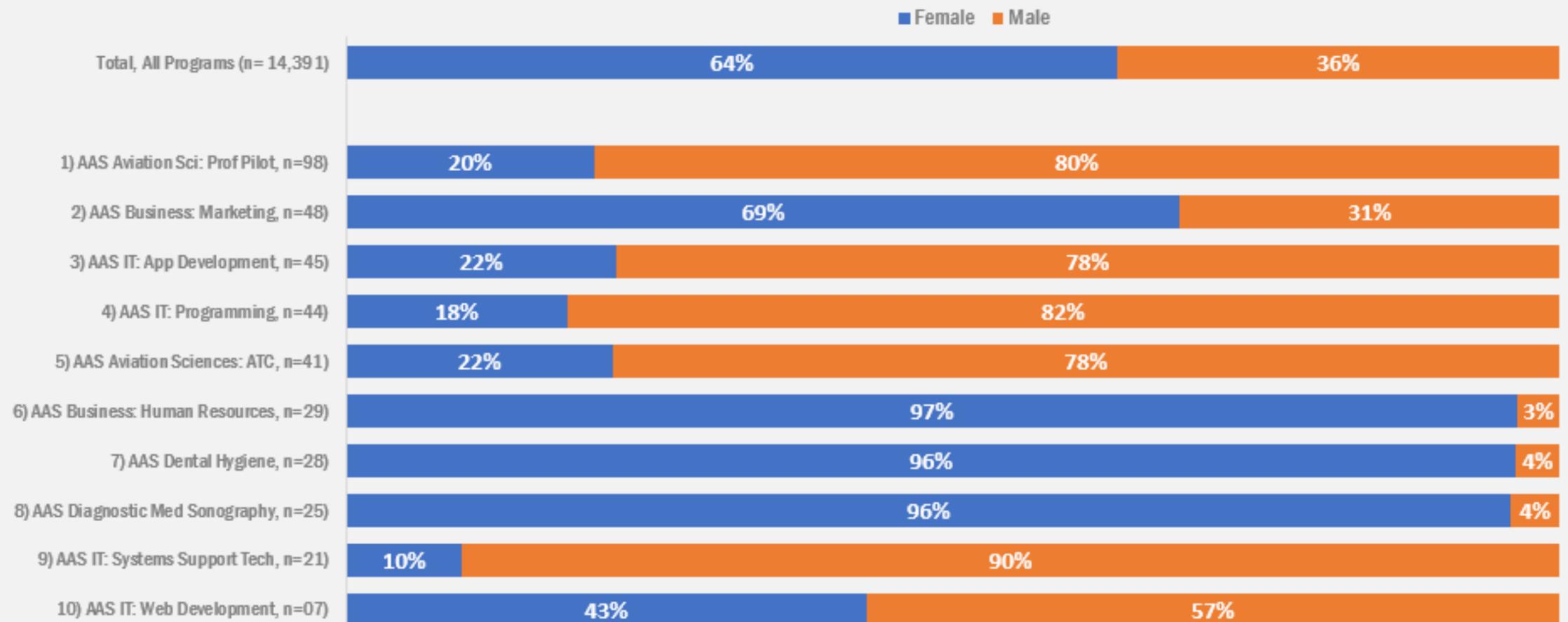
Which students are underrepresented in programs that lead to higher value post completion outcomes?

Demographic Composition of Top Programs in Selected Workforce/Transfer Categor(ies)

Workforce/Transfer Categories Selected: Workforce high-value

Workforce/Transfer Category

- Other low-value
- Pre-Selective
- Transfer high-value
- Transfer low-value
- Unclassified
- Workforce high-value**
- Workforce low-value
- Workforce medium-value



See speaker notes for CCRC observations.

How our college classifies programs by PCV

Enrollment in Programs Organized by Post-Completion Value

- Most workforce enrollment is in higher- or medium-value programs; relatively few in low-value workforce programs (Most colleges)
- Relatively few students in credit workforce upskilling programs; **most colleges did not map non-credit workforce programs** (All)
- Many (often largest) low-value enrollments in “AA: General Education” transfer programs; many also enrolled in AA General Business programs (Most)
- Many in pre-selective admission health programs (All)
- Many students taking high school dual enrollment/credit courses (Usually 1st or 2nd largest group not in a program with clear job or transfer outcomes)
- Colleges did not map adult basic skills (ABE/GED/ESL) programs

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Program Enrollment Data: Common Patterns

Enrollment Equity in Higher-value Programs

- Higher proportion of students of color in “pre-selective admission” Nursing and other health program tracks than admitted into selective programs (Most)
- Females underrepresented in higher-value workforce and transfer programs in IT and engineering (Most)
- Female students overrepresented in most medium- and low-value workforce programs (Most)
- Males underrepresented in high-value transfer programs except IT-related and engineering (All)
- **Enrollment in credit workforce & transfer programs by students 25+ at historic low** (All)
- Students of color underrepresented in high school dual enrollment/credit (Most)
- Higher proportion of males in HS dual enrollment/credit than in post-HS college populations (Most)

Program Enrollment Data: Common Implications

Opportunities to Increase Equitable Enrollment in High-Value Programs

- Help students in AA gen ed (and AA general business) explore interests, choose direction and develop a major-specific transfer plan (or pursue a high-value workforce program)
- Diversify enrollment in Nursing and other selective healthcare programs
- Expand short-term training to enable working adults to secure “stepping-stone” jobs
- Expand applied bachelor’s opportunities for applied associate grads and applied associate opportunities for adult and high school CTE certificate awardees
- Map dual credit and CTE “on-ramps” to high-value workforce and transfer programs, recruit students from underrepresented groups (**including males!**) and provide advising and help developing individualized, career-path education plan to pursue after high school
- Build bridges to high value workforce or transfer credit programs for non-credit workforce adult basic skills students (à la I-BEST model)
- **Rethink the delivery of all programs to ensure they are accessible to students with many obligations and little time/resources for school**

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Break for Lunch

Lunch will be available in the Sofia Ballroom

Please return to the plenary room by 1:10pm for room assignments for afternoon sessions

Breakout Directions

Track A:

- Stay in this room for a breakout session with the CCRC team focused on looking at your program enrollment data
- Session wraps up at 2:45pm for a break
- Return to this room at 3:00pm for a plenary session

Participant guide p. 31-36

Track B:

- Move to your assigned breakout room
- Coaching session #1 will focus on looking at community, labor market, and transfer data
- Wrap up at 2:45pm and take a break
- Return to this room at 3:00pm for a plenary session

Participant guide p. 25-30

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College Coach & Room Assignments

Track A: Stay here

College Name

Laramie County
Community College

Lorain County
Community College

Monroe Community
College

San Antonio College

St. Petersburg College

Track B: Move to breakouts

College Name

Coach

Room

Odessa College

Josh Wyner
(Mary Rittling)

Carson

Sinclair Community
College

Sandy Shugart

Rialto

Southwest Wisconsin
Technical College

Doreen Larson

Sofia
Ballroom

Tulsa Community
College

Martha Ellis

Salk

Valencia College

Maria Harper-
Marinick

Clemente

Breakout sessions will wrap up in time for a break at 2:45 pm

Following the break, please return to this room for a plenary session at 3:00 pm

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Program Enrollment Data Deep Dive

Davis Jenkins & Hana Lahr, Community College
Research Center

Participant guide p. 31-36

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Program Enrollment Equity Mapper Excel Tool

Monitoring Equity in Enrollment of High-Value Workforce and Transfer Programs

Data Tool

This Data Tool is designed to help colleges start to examine data on student program enrollments. The tool is centered around four primary questions:

1. What programs are students currently enrolled in, generally (Tab 1), and by broad subjects or program areas (Tab 2)?
2. Are students enrolled in programs that lead to high post-completion value in terms of immediate job prospects (e.g., that enable graduates to secure jobs that pay family-sustaining wages), and/or further education (e.g., transfer efficiently to a bachelor's degree program in the student's major field of interest). Which programs lead to greater or lesser opportunity (Tabs 3 and 3a)?
3. Is enrollment equitable across programs and student groups? Which student groups (by race/ethnicity, gender, socioeconomic status, and age) are underrepresented in high post-completion value programs (Tabs 4a-c)?
4. Where are there opportunities to expand access and success for students from underrepresented groups in programs with high value for employment and transfer?

How to Use this Data Tool.

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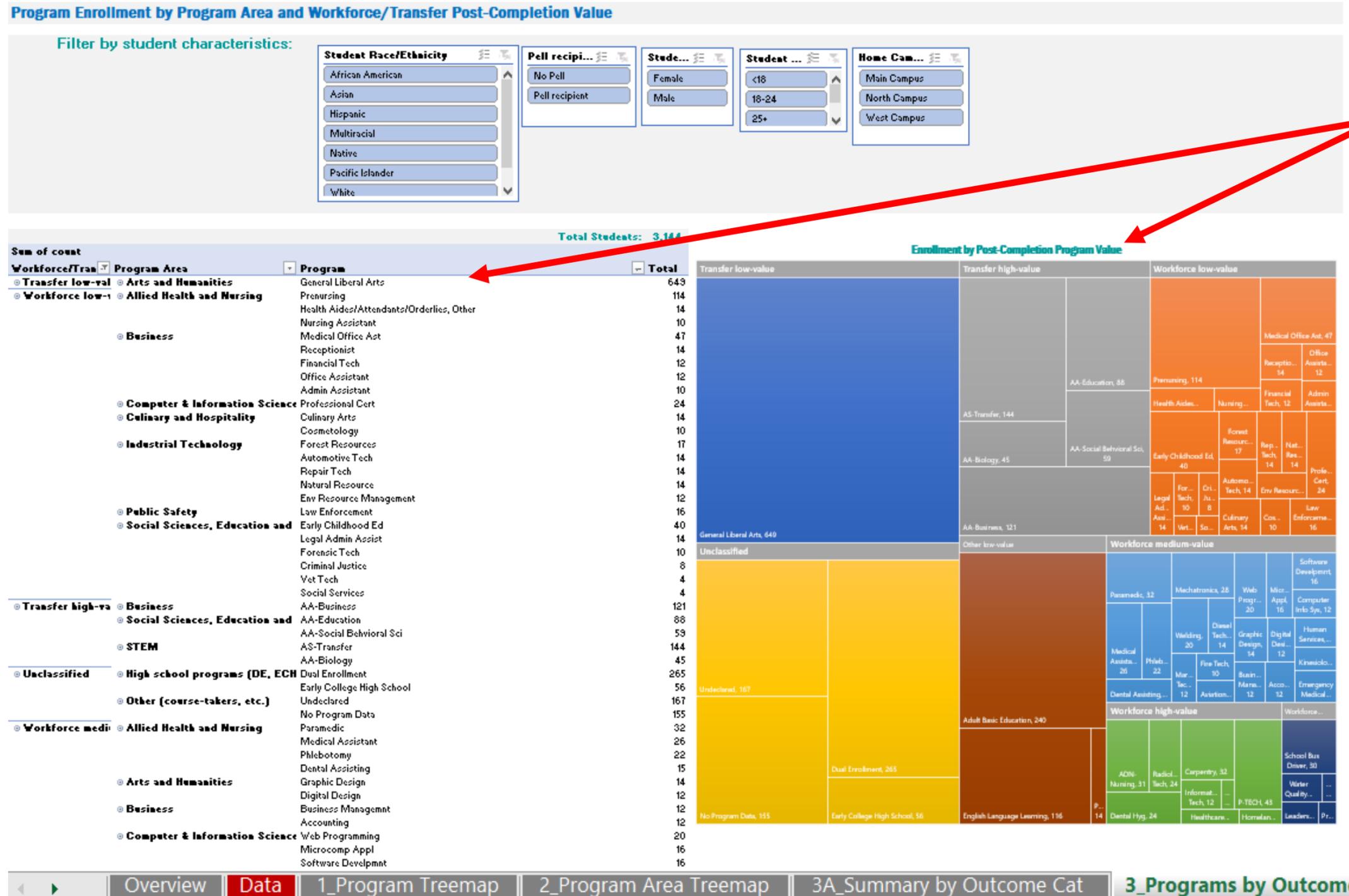
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CCRC

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Program PCV Category	Program leads to credentials that enable completers to:
Workforce high-value	Secure jobs paying family-sustaining wages E.g., ADN, AAS-Industrial Mechanics/Maintenance Technology, Long Certificate-Lineworker, most bachelor's degrees in applied fields
Workforce medium-value	Secure jobs that pay more than prevailing wage for low-skill work but less than living-wages AND can serve with further training as steppingstones leading to living-wage jobs in the same field. E.g., Long Certificate-LPN. Long Certificate Welding, Long Certificate EMT
Workforce low-value	Secure jobs that pay prevailing wage for low-skill work and that do not provide opportunities for advancement in the same occupational field without extensive further education or training. E.g., CNA, AAS-Early Child Care, AAS/Cert-Culinary, AAS/Cert-Cosmetology
Workforce upskilling	Develop and document skills of value in the labor market but that may not by themselves enable students to secure or advance to better paying jobs. E.g., Short Certificates-MS Office; Short Certificate-Project Management; micro credentials or badges
Transfer high-value	Transfer all or most of their credits toward a bachelor's degree in a specific major field. E.g., ADN, AS-Biology, statewide pre-major transfer associate degrees
Transfer low-value	Transfer many of their credits only as electives rather major-applicable credits E.g. AA- Liberal Studies, General Studies, AA-General Business
Other low-value	Credentials do not enable completers to advance to better jobs, build workforce or academic skills or to advance to higher levels of education. Examples: Long Certificate-Liberal Arts or General Studies, GED
Unclassified	Credentials whose value for employment or further education has not been ascertained.

How our college classifies programs by PCV

Program PCV Category	Program leads to credentials that enable completers to:
Workforce high-value	[ADD YOUR COLLEGE'S DEFINITION]
Workforce medium-value	[ADD]
Workforce low-value	[ADD]
Workforce upskilling	[ADD]
Transfer high-value	[ADD]
Transfer low-value	[ADD]
Other low-value	[ADD]
Unclassified	[ADD]
[ADD ANY OTHERS]	[ADD]

Your college should use this table to document specifically how you've defined each PCV category (and any others you've added).

[Your College] Excel PCV Mapper Tool Tab 3a

What proportion of your students are enrolled in higher-value workforce or transfer programs?

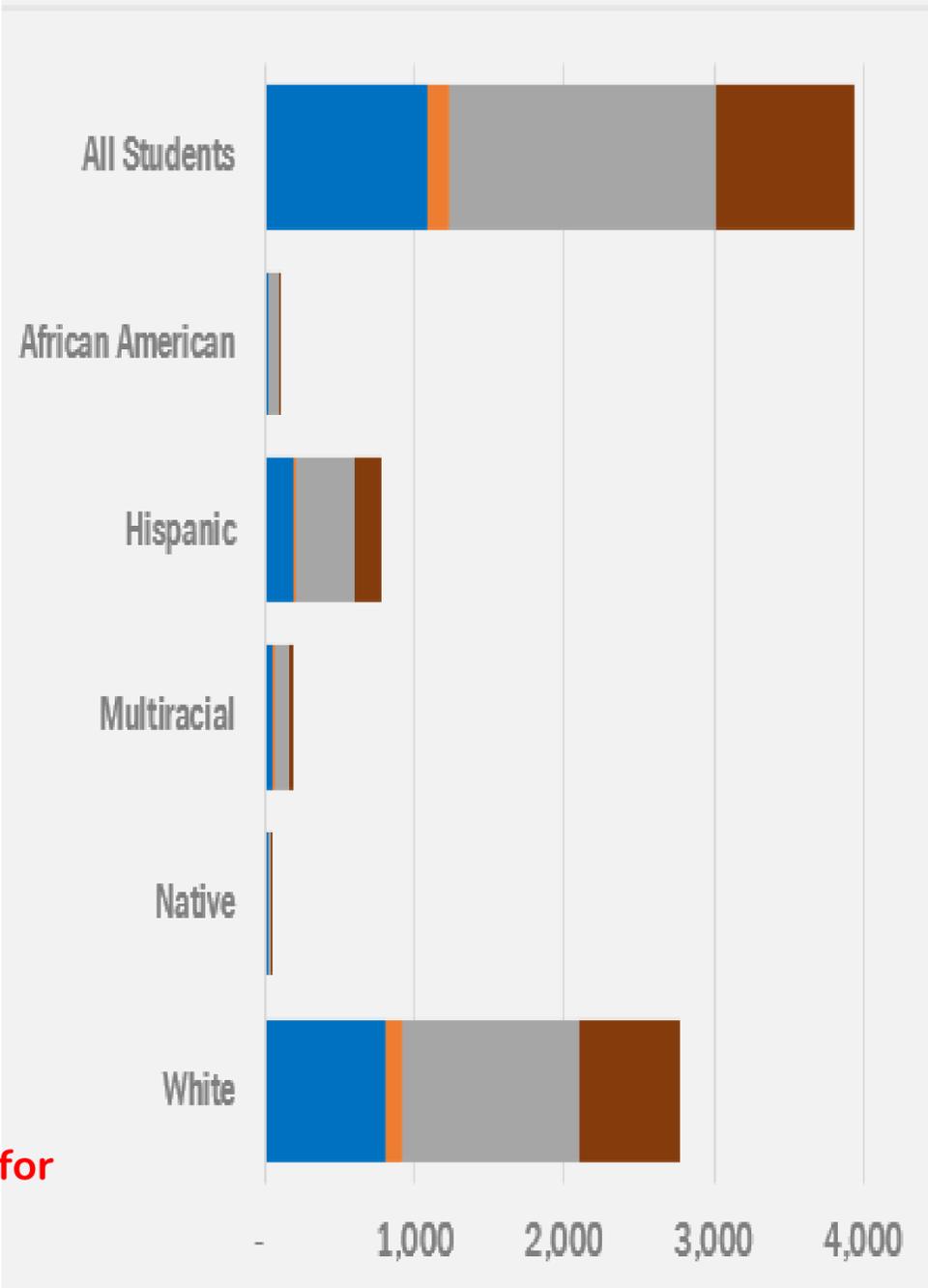
What share are in programs of lower or unclear value for jobs or transfer?

Are certain groups of students under-represented in higher value workforce and/or transfer programs or overrepresented in low or unclear value programs?

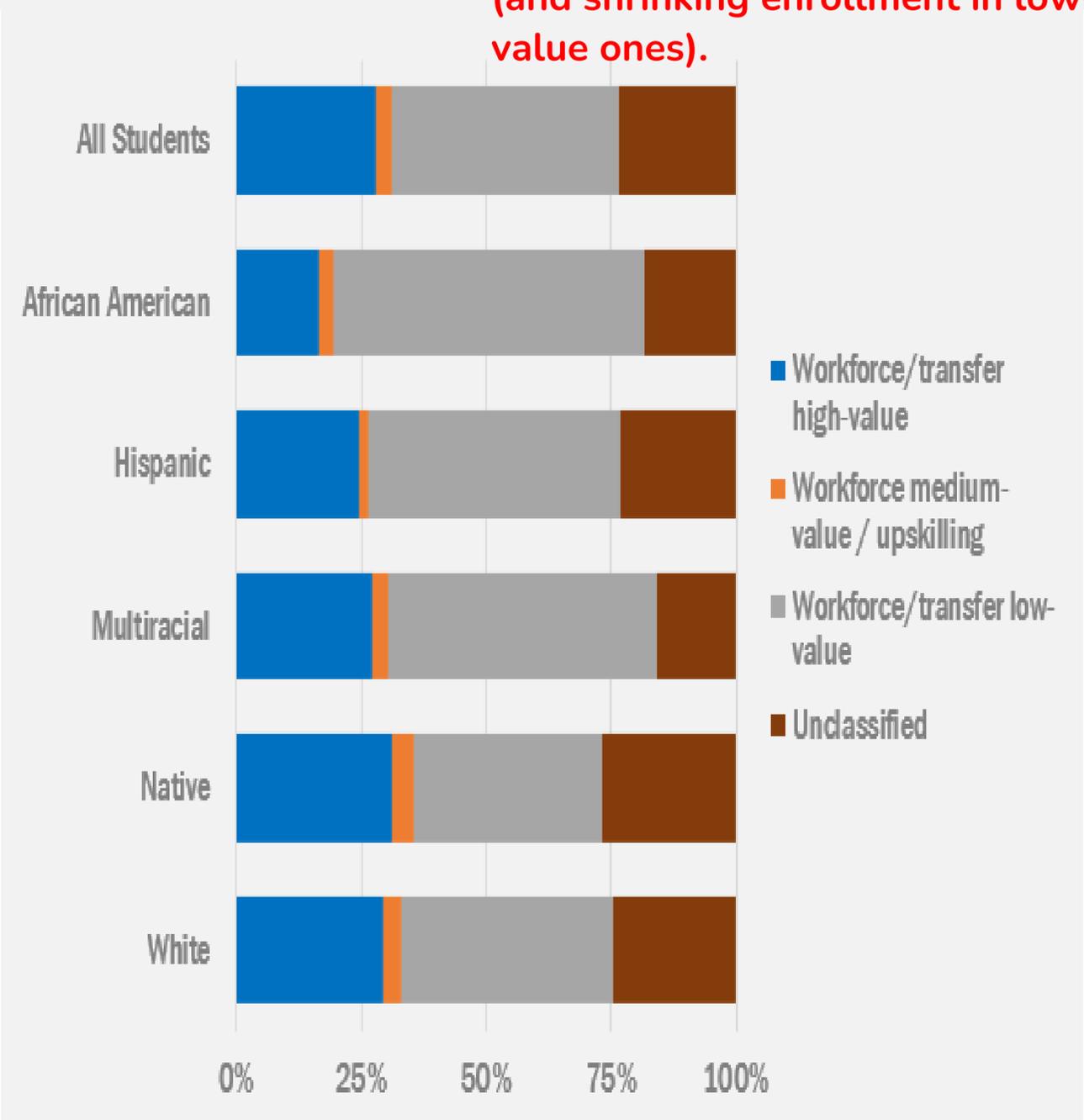
Summary: Enrollment by Race/Ethnicity and Workforce/Transfer Outcome

This high-level chart is designed for use in raising awareness about and monitoring your college's progress over time in expanding enrollment in high-value programs (and shrinking enrollment in low-value ones).

Number of students enrolled



Percentage distribution



See the speaker notes for each data slide for observations and questions from CCRC about your college's data.



[Your College] Excel PCV Mapper Tool Tab 3a

What proportion of your students are enrolled in higher-value workforce or transfer programs?

What share are in programs of lower or unclear value for jobs or transfer?

Are certain groups of students under-represented in higher value workforce and/or transfer programs or overrepresented in low or unclear value programs?

This is a more detailed version of the previous "scorecard" chart showing the number and % of students on specific PVC categories.



See speaker notes for CCRC observations.



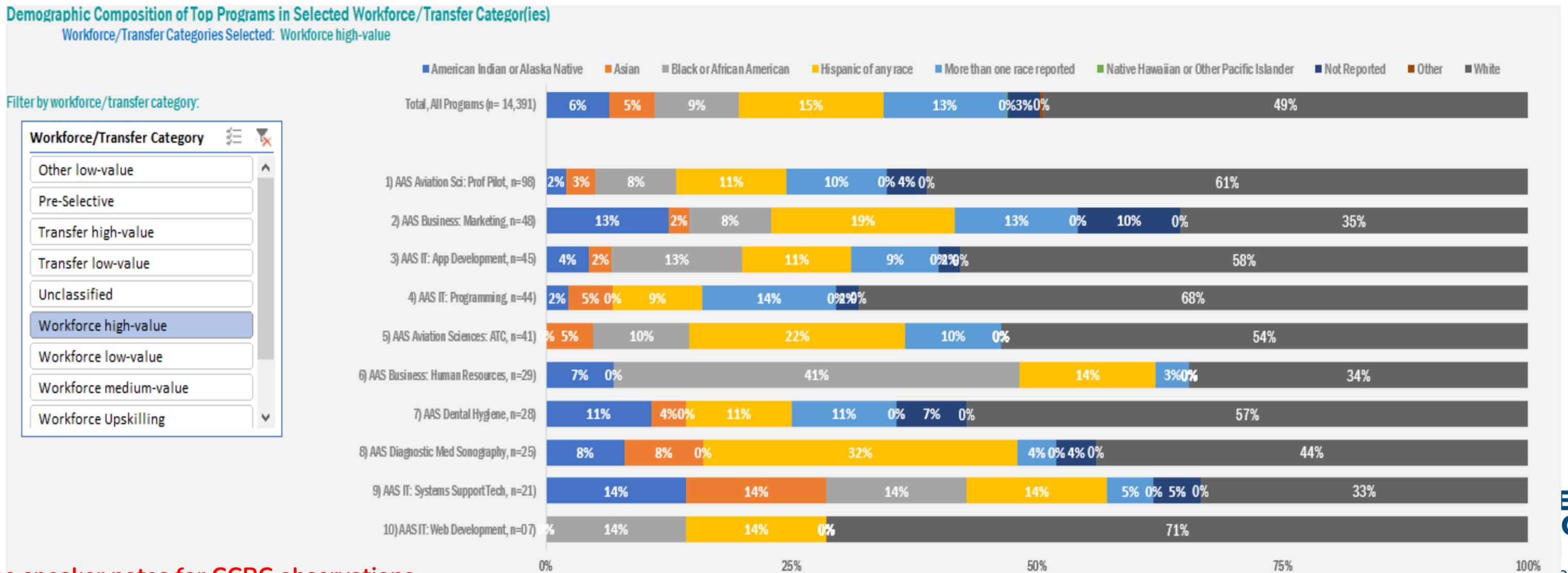
Are certain groups of students by race, gender, Pell or other characteristics underrepresented in our largest high-value workforce programs?

[Your College] PCV Mapper Tool Tab 4a

This chart enables you to see whether enrollment in your top 10 programs in each PVC category reflects the racial diversity of your college's student body overall.

Enrollment Distribution by Race/Ethnicity in Top 10 Largest Programs

Which students are underrepresented in programs that lead to higher value post completion outcomes?



See speaker notes for CCRC observations.

Are certain groups of students by race, gender, Pell or other characteristics underrepresented in our largest high-value workforce programs?

[Your College] Excel PCV Mapper Tool Tab 4b

This chart enables you to see whether enrollment in your top 10 programs in each PVC category reflects the gender diversity of your college's student body overall.

Enrollment Distribution by Gender in Top 10 Largest Programs

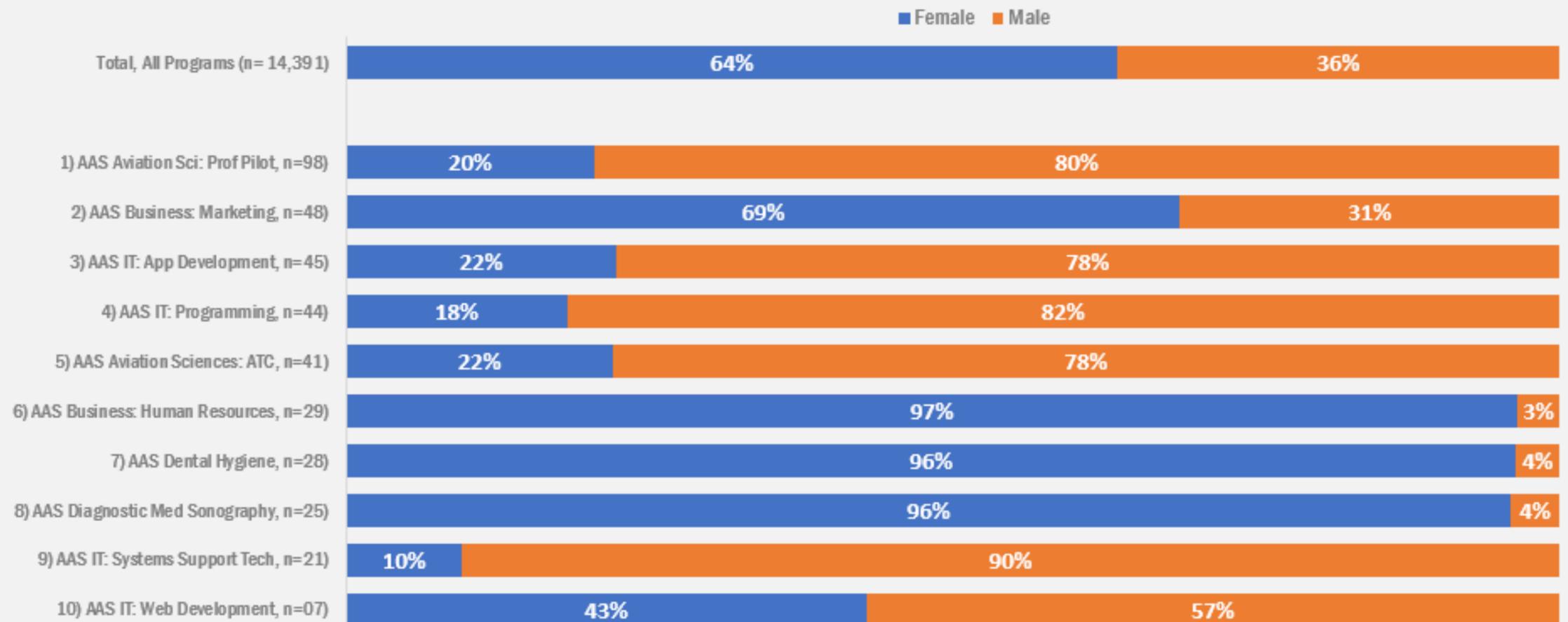
Which students are underrepresented in programs that lead to higher value post completion outcomes?

Demographic Composition of Top Programs in Selected Workforce/Transfer Categor(ies)

Workforce/Transfer Categories Selected: Workforce high-value

Workforce/Transfer Category

- Other low-value
- Pre-Selective
- Transfer high-value
- Transfer low-value
- Unclassified
- Workforce high-value**
- Workforce low-value
- Workforce medium-value



See speaker notes for CCRC observations.

How our college classifies programs by PCV

Enrollment in Programs Organized by Post-Completion Value

- Most workforce enrollment is in higher- or medium-value programs; relatively few in low-value workforce programs (Most colleges)
- Relatively few students in credit workforce upskilling programs; **most colleges did not map non-credit workforce programs** (All)
- Many (often largest) low-value enrollments in “AA: General Education” transfer programs; many also enrolled in AA General Business programs (Most)
- Many in pre-selective admission health programs (All)
- Many students taking high school dual enrollment/credit courses (Usually 1st or 2nd largest group not in a program with clear job or transfer outcomes)
- Colleges did not map adult basic skills (ABE/GED/ESL) programs

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Program Enrollment Data: Common Patterns

Enrollment Equity in Higher-value Programs

- Higher proportion of students of color in “pre-selective admission” Nursing and other health program tracks than admitted into selective programs (Most)
- Females underrepresented in higher-value workforce and transfer programs in IT and engineering (Most)
- Female students overrepresented in most medium- and low-value workforce programs (Most)
- Males underrepresented in high-value transfer programs except IT-related and engineering (All)
- **Enrollment in credit workforce & transfer programs by students 25+ at historic low** (All)
- Students of color underrepresented in high school dual enrollment/credit (Most)
- Higher proportion of males in HS dual enrollment/credit than in post-HS college populations (Most)

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Program Enrollment Data: Common Implications

Opportunities to Increase Equitable Enrollment in High-Value Programs

- Help students in AA gen ed (and AA general business) explore interests, choose direction and develop a major-specific transfer plan (or pursue a high-value workforce program)
- Diversify enrollment in Nursing and other selective healthcare programs
- Expand short-term training to enable working adults to secure “stepping-stone” jobs
- Expand applied bachelor’s opportunities for applied associate grads and applied associate opportunities for adult and high school CTE certificate awardees
- Map dual credit and CTE “on-ramps” to high-value workforce and transfer programs, recruit students from underrepresented groups (**including males!**) and provide advising and help developing individualized, career-path education plan to pursue after high school
- Build bridges to high value workforce or transfer credit programs for non-credit workforce adult basic skills students (à la I-BEST model)
- **Rethink the delivery of all programs to ensure they are accessible to students with many obligations and little time/resources for school**

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Strategic Focus Areas: Strengthening the Program Portfolio

Plenary Session

Josh Wyner, Founder and Executive Director,
Aspen Institute College Excellence Program

Participant guide p. 37-46

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How can we unlock opportunity?

More Students in Higher-Value Programs

Fewer Students in Lower-Value Pathways

Strengthen the Program Portfolio

- Improve existing program quality and value
- Expand and diversify enrollment in existing high-value programs
- Launch new high-value programs
- Shrink or sunset low-value programs



Strengthen Supports to Enter and Complete High-Value Programs

- Expand and increase equity in recruitment into high-value programs
- Redesign onboarding to help students make informed, purposeful program choices
- Build student-centric schedules and delivery modalities
- Reform advising and student supports to keep students on high-value pathways

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How can we unlock opportunity?

More Students in Higher-Value Programs

Fewer Students in Lower-Value Pathways

TODAY

Strengthen the Program Portfolio

- Improve existing program quality and value
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TOMORROW

Strengthen Supports to Enter and Complete High-Value Programs

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Strengthen the Program Portfolio

Improve existing program quality and value



Key Strategies

- Align curriculum with post-graduation success, based on analysis of transfer outcomes, job skills, and job quality/wages
- Ensure liberal arts programs are aligned to transfer
- Implement well-designed annual program review
- Implement annual review of transfer programs with major transfer partners
- Scale high-quality experiential and applied learning
- Ensure high-quality instruction and faculty interaction, including in hybrid or online environments

Strengthen the Program Portfolio

Improve existing program quality and value



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Strengthen the Program Portfolio

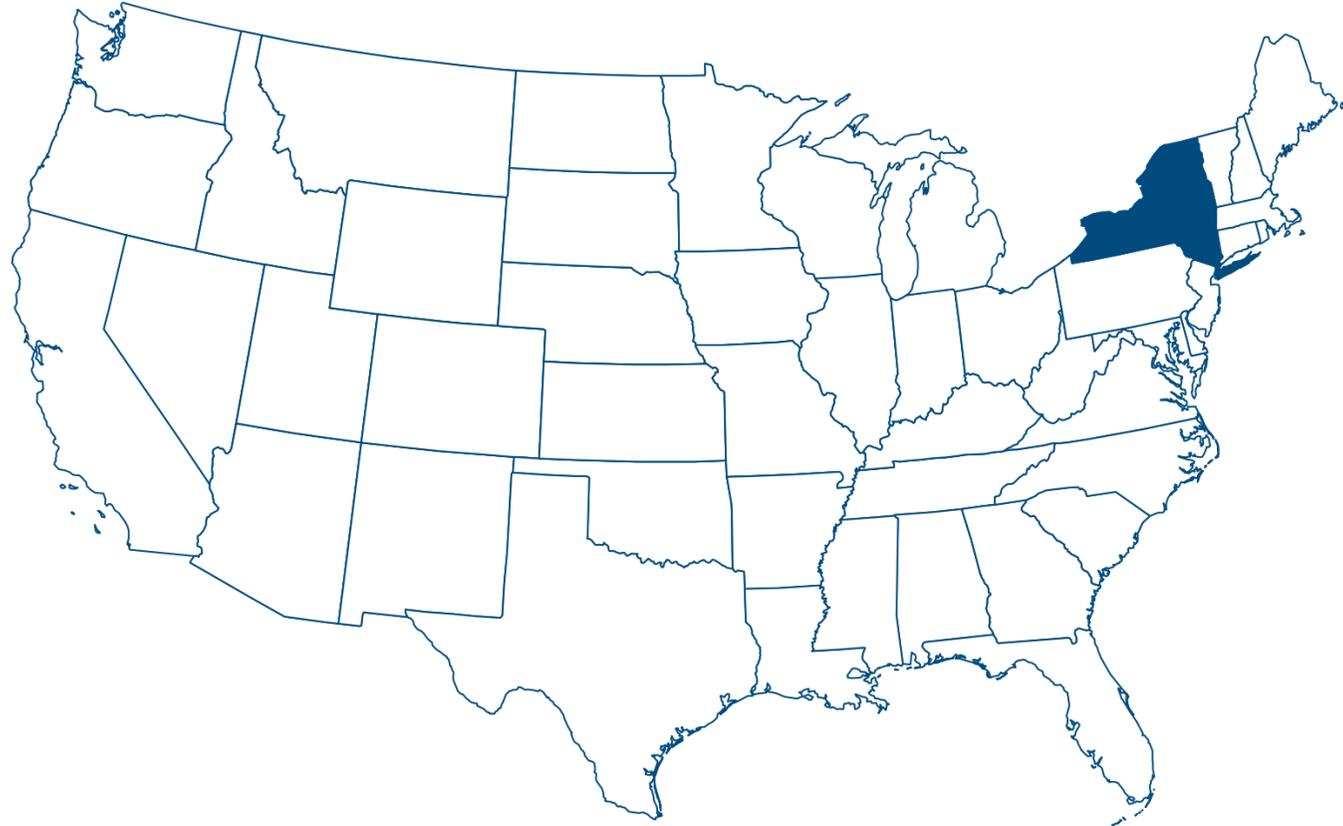
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Monroe Community College: Using Data to Evaluate Programs



Context:

- 2013: formalized analysis of local labor market data
- 2017: Direct Link to the New York State Department of Labor

Practice:

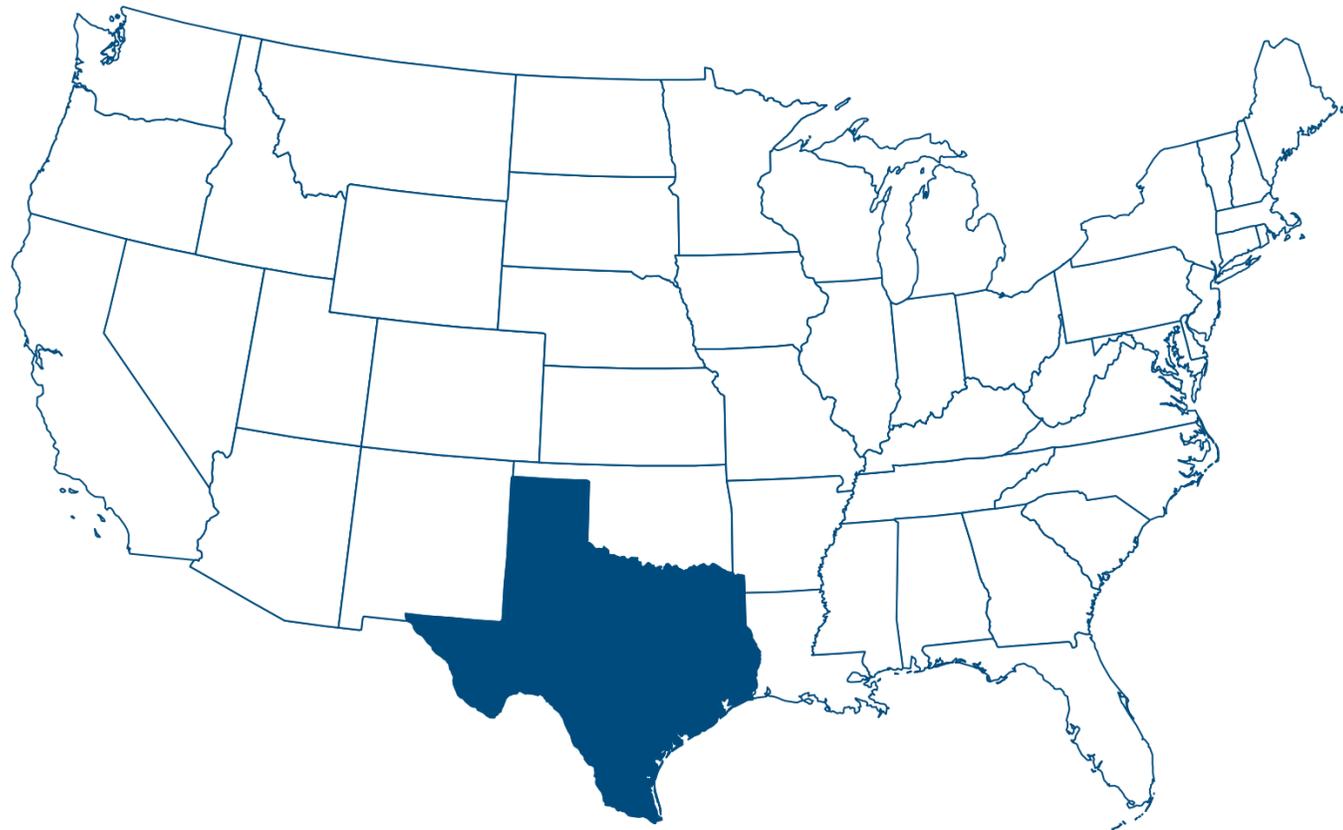
- Quantify the “skills gap”
- Identify credit cutoff points before graduation that lead to living wages
- Identify wages earned by program graduates

Results to date:

- Creation of stackable credentials
- Redesign of the program assessment practice
- FWD Center



San Jacinto College: Engaging Employers to Improve Program Quality



- After hearing from petrochemical employers that curriculum and equipment was outdated, over the course of a year, San Jac added more hands-on instruction, improved the facilities, and hired instructors familiar with the latest technology
- The college secured a commitment that employers would hire qualified San Jac graduates after implementing these changes

Lake Area Technical College

Sample Tool: Data Visualization of Program Review at Lake Area Technical College



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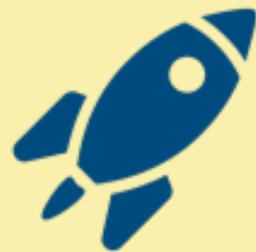
Team Table Talk



- Take 15 minutes at your table to share initial ideas regarding areas of opportunity in improving program value
- Take note of any ideas to discuss in your team sessions tomorrow

Strengthen the Program Portfolio

Launch new high-value programs

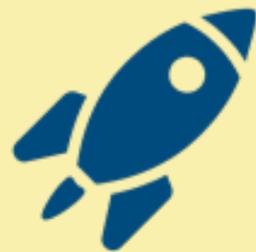


Key Strategies

- Use labor market data to identify unmet good-job demand and define required credentials (certs, AAs, and BAs)
- Establish or grow partnerships with employers to define specific needs and create pathways to and curriculum for programs aligned to good jobs
- Build new transfer pathways in high-opportunity fields with current and new university partners, aiming for guarantees/inevitability

Strengthen the Program Portfolio

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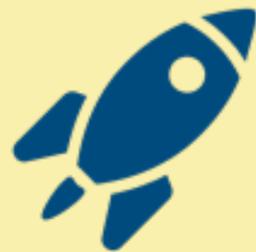


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Valencia College: Building Short-term Accelerated Skills Training Programs



VALENCIA COLLEGE

Context:

- In Florida, there are two job openings for every job seeker, resulting in significant employer demand for a skilled workforce

Practice:

- Accelerated, hands-on training programs (2-28 weeks) developed in collaboration with employers and offered in small cohorts leading to industry certifications

Results to date:

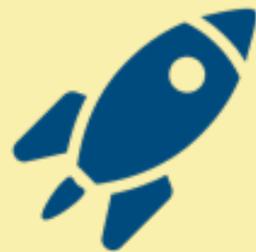
- 944 students / 94% completion rate / 82% placement rate

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Strengthen the Program Portfolio

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Northern Virginia Community College and George Mason University: The ADVANCE Transfer Program

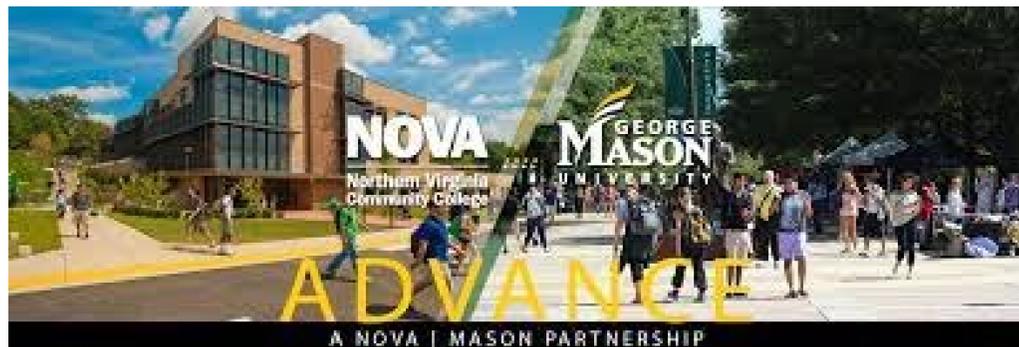


The ADVANCE program:

- Scaling, dual-admission, guided-transfer program designed to guarantee 60+60 credits = bachelor's degree
- Maps are built, advising is shared, and scholarships are jointly raised
- 3,300 students enrolled, 40% low income and majority are students of color

Results:

- 87% fall-to-fall retention rate (2019 cohort)
- Average of 3.5 semesters to graduation (compared to 4.36 semesters for non-ADVANCE students)
- 124 average credits at graduation (compared to 131 for non-ADVANCE students)
- ADVANCE students save about \$15,000 in tuition costs compared to students who spent four years at GMU
- High visibility in community, substantial investments from corporations with talent needs



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Strengthen the Program Portfolio

Expand and diversify existing high-value programs



Key Strategies

- Collaborate with employers to:
 - set goals around the number of graduates needed over a specific period of time
 - revamp curriculum to align with needed employer skills
 - fund additional instructors, equipment, and experiential learning
- Collaborate with universities to:
 - set goals around number of transfer students
 - substantially expand the transfer pipeline
 - help advise students before they complete their associate degree
 - ensure strong instruction in high-demand fields

Strengthen the Program Portfolio

Expand and diversify existing high-value programs



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Strengthen the Program Portfolio

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Strengthen the Program Portfolio

Expand and diversify existing high-value programs



Key Strategies

- Fund new positions and strategically hire faculty and staff to accommodate additional enrollment in high-value programs
- Invest more in recruitment into high-value programs, especially to underserved populations
- Align budgets with program value and demand to fund new capacity and signal priority on high-value programs

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Strengthen the Program Portfolio

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Strengthen the Program Portfolio

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Strengthen the Program Portfolio

Expand and diversify existing high-value programs

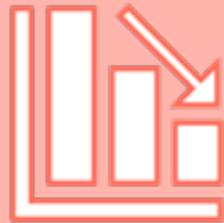


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Strengthen the Program Portfolio

Shrink or sunset
low-value
programs



Key Strategies

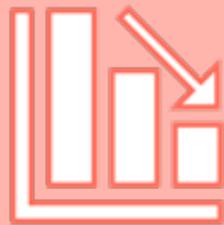
- Develop/refine process for evaluating all programs on an annual basis based not only on enrollments but whether they deliver strong graduation rates and post-graduation value
- Set process for closing low-value programs that makes clear that freed up funds will be used for mission
- Base budget decisions on program success and post-graduation value plus enrollment (not just enrollment)
- Build schedules to ensure student access—in frequency, times offered, and modalities—to courses in high-value programs
- Freeze hiring when faculty retire or depart in low-value programs or related courses

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Strengthen the Program Portfolio

Shrink or sunset
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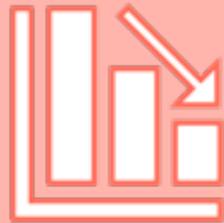
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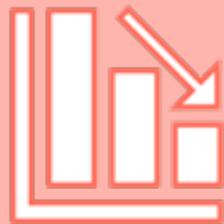


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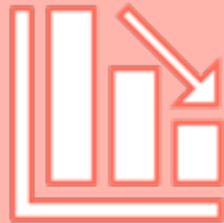


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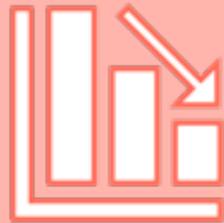
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Strengthen the Program Portfolio

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Team Table Talk



- Take 15 minutes at your table to share initial ideas regarding areas of opportunity in the strategic focus areas shared this afternoon
- Take note of any ideas to discuss in your team sessions tomorrow

Participant guide p. 39-41

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How can we unlock opportunity?

More Students in Higher-Value Programs

Fewer Students in Lower-Value Pathways

TODAY

Strengthen the Program Portfolio

- Improve existing program quality and value
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TOMORROW

Strengthen Supports to Enter and Complete High-Value Programs

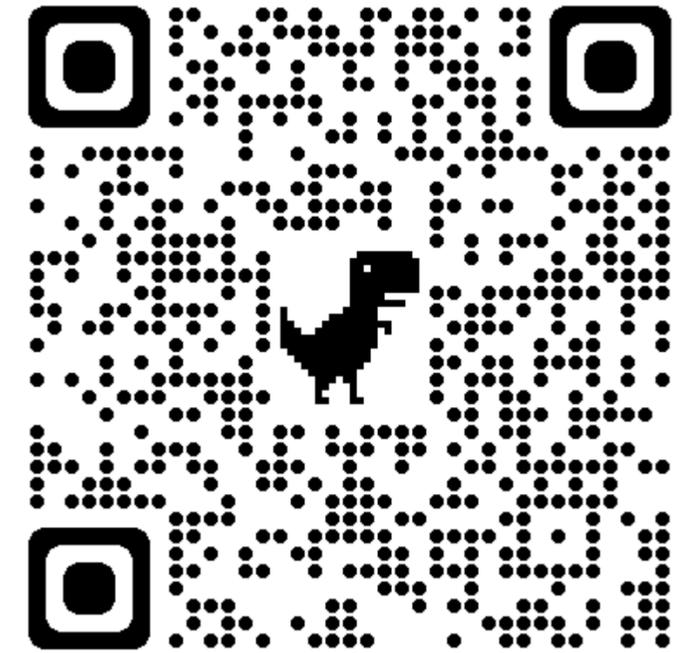
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Looking Ahead

- **Tonight:**
 - Dinner at **6:00 pm** in the Sofia Ballroom
- **Tomorrow:**
 - Breakfast available **7:00-8:15 am** in the Sofia Ballroom
 - Sessions will start at **8:30 am**
 - Plenary looking at strengthening support for students to enter and complete high-value programs
 - Coaching session on initial goal setting
 - Team time on prioritizing key focus areas for your college and your context
- **Please take a few minutes to complete our daily feedback survey using the QR code**



UNLOCKING OPPORTUNITY



CCRC COMMUNITY COLLEGE
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Unlocking Opportunity: The Post-Graduation Success & Equity Network *Working & Learning Collaborative #1*

DAY 2

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Walk & Talk



- Find someone from a different team and introduce yourself
- What was one takeaway you had from yesterday?

Today's Learning Goals

- Assess program enrollments and current practice
- Begin the goal-setting process
- Identify key reforms

Today's Logistics

- Breaks at 10:30 am and 3:00 pm
- Lunch 12:15-1:30 pm in the Sofia Ballroom
 - **Presidents** join Josh Wyner for lunch in Fahlman Boardroom
 - **Project leads** meet for role-alike lunch in Carson
 - Pick up lunch from the buffet outside Sofia before you head to those lunch locations
- Sessions will wrap up at 5:00 pm today
- Hotel happy hour 5:00-6:00 pm in the Living Room
- Dinner is on your own tonight

Strategic Focus Areas: Strengthening Supports to Enter and Complete Programs

Plenary Session

Davis Jenkins, Senior Research Scholar, Community College Research Center
Hana Lahr, Senior Research Associate & Director of Applied Learning, Community
College Research Center

Participant guide p. 48-56

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How can we unlock opportunity?

More Students in Higher-Value Programs

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YESTERDAY

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TODAY

Strengthen Supports to Enter and Complete High-Value Programs

- Expand and increase equity in recruitment into high-value programs
- Redesign onboarding to help students make informed, purposeful program choices
- Build student-centric schedules and delivery modalities
- Reform advising and student supports to keep students on high-value pathways

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Strengthen Supports to Help Students Enter and Complete Programs

Expand and increase equity in recruitment to high-value programs



Key Strategies

- **Actively recruit** new student populations, including adult learners, through employer, K-12 and community partnerships
- **Align high school dual enrollment and career academy offerings** with high-value college programs and advise and help students develop career and education plans to pursue after high school
- **Recruit students enrolled in adult basic skills and non-credit workforce** programs to enter high-value degree programs (and support them through the program enrollment process)
- **Partner with employers and community organizations to recruit and provide short-term training for stepping-stone jobs** for low-wage employees and residents of underserved communities
- **Tailor messaging to attract historically underserved populations** and communities, including through trusted intermediaries

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Sinclair Community College: Connecting to New Student Populations through K-12 Partnership



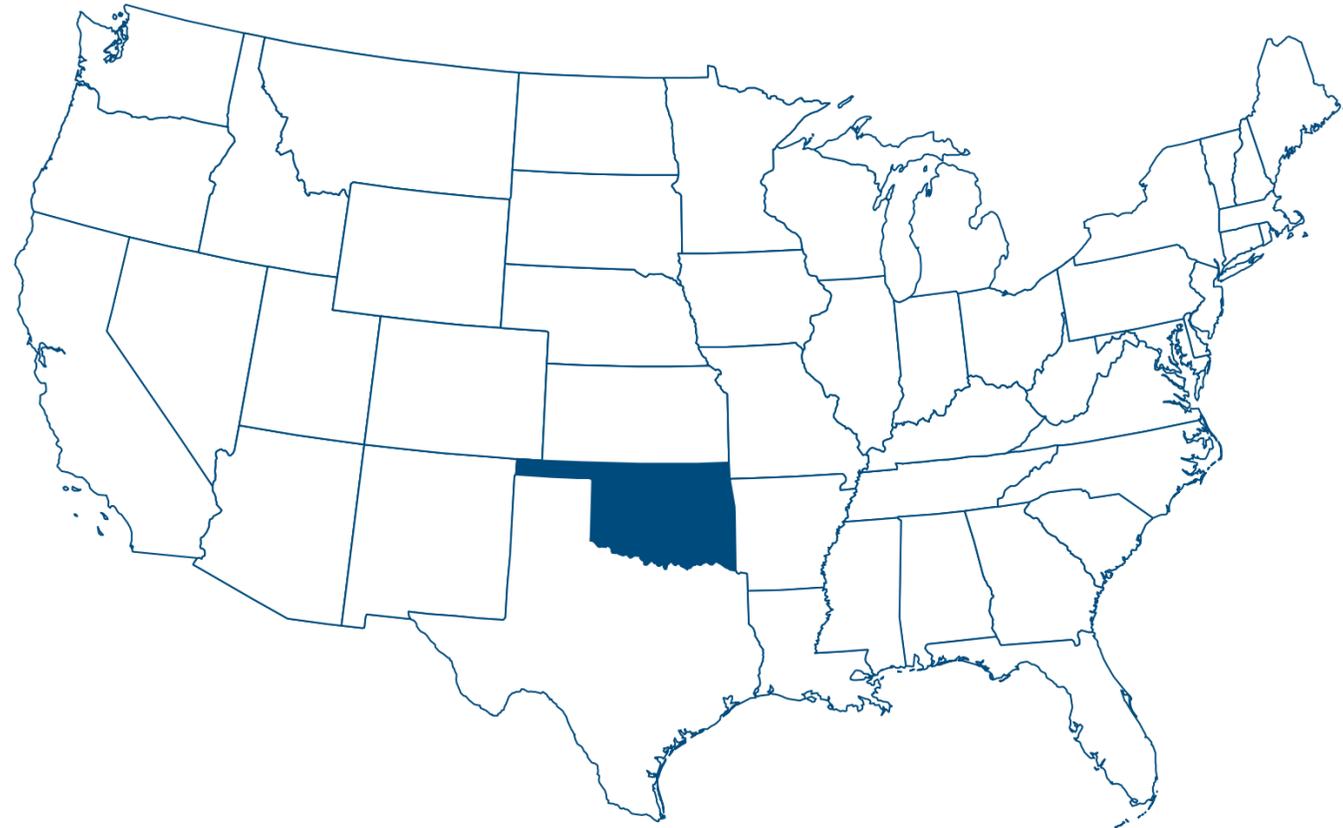
Context, Practice, and Results:

1. A Tech Prep Consortium
 - *Dozens of grade 9-12 school partners, 16 career pathways, and 10,000 annually enrolled students*
2. Dual Enrollment across 150+ high schools
 - *9,000 students currently enrolled, free to students, 65,000 credit hours earned, 75 early college graduates*
3. Specialized Advising
 - *More seamless high-school-to college transition for 3,500 high school students*
4. Out of School Young Adult High School
 - *Young adult high school dropout recovery (GED and diploma), 6 schools, 200 students annually earn a high school diploma*
5. Academic Enrichment and Youth Mentoring
 - *Several partnerships with urban schools to provide 100s of school students annually with support*

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Tulsa Community College: Bridges from Early Childhood Credentials to Bachelor's Degrees



Context:

- Childcare desert
- In Tulsa, fewer than one spot for every three kids under age 5 (Decker, 2023).
- Oklahoma has seen a steep decline in childcare facilities. Over 4,000 facilities in 2012 and only 2,954 in 2021 (Ellis, 2023).
- One reason is lack of workforce. For many in the field, certificates and degrees feel out of reach (Deibert, 2019).

Practice:

- Bridging the Gap Scholarship, funded by George Kaiser Family Foundation, is provided to students pursuing Child Development certificate and/or degree.
- Pays tuition, fees and books for courses toward CDA, Certificate of Mastery, AAS, and AS. Allows students to enter the field debt free, with strong community connections, ready to work and address a critical community need.
- Option for transfer to the University of Oklahoma-Tulsa with scholarships available.

Results to date:

<u>Year</u>	<u>CoM</u>	<u>AAS</u>	<u>AS-OU</u>	<u>Total</u>	
2015	5	2	6	13	TOTAL since 2015 = 222 Certificate of Mastery, 95 Associate of Applied Science, and 211 Associate of Science
2016	22	7	17	46	
2017	23	12	22	57	
2018	28	11	39	78	
2019	15	16	34	65	
2020	36	22	37	95	
2021	43	15	29	87	
2022	50	10	27	87	



St. Petersburg College: Intentional Work to Recruit Residents of Underserved Communities



Context: 5 underserved communities in Pinellas County

- 42.8% kids under 18 are in poverty
- 34% of population 25+ years have only a HS diploma
- Median Household Income: \$35,301
- 4-year -30% in applications from these 5 communities

Practice: Community Outreach & SPC Promise Scholarship

- Targeted outreach to churches, community centers, and non-profit organizations
- **Free** 2-year degree for 2023 graduates of high schools in these 5 communities

Results to date:

- 88 events and interacted with 6,000+ people
- 496 eligible SPC *Promise Scholarship* students have applied to SPC



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Team Table Talk



- Take ten minutes at your table to share initial ideas regarding areas of opportunity in expanding and increasing equity in recruitment to high-value programs
- Take note of any ideas to discuss in your team sessions today

How can we unlock opportunity?

More Students in Higher-Value Programs

Fewer Students in Lower-Value Pathways

YESTERDAY

Strengthen the Program Portfolio

- Improve existing program quality and value
- Expand and diversify enrollment in existing high-value programs
- Launch new high-value programs
- Shrink or sunset low-value programs



TODAY

Strengthen Supports to Enter and Complete High-Value Programs

- Expand and increase equity in recruitment into high-value programs
- Redesign onboarding to help students make informed, purposeful program choices
- Build student-centric schedules and delivery modalities
- Reform advising and student supports to keep students on high-value pathways

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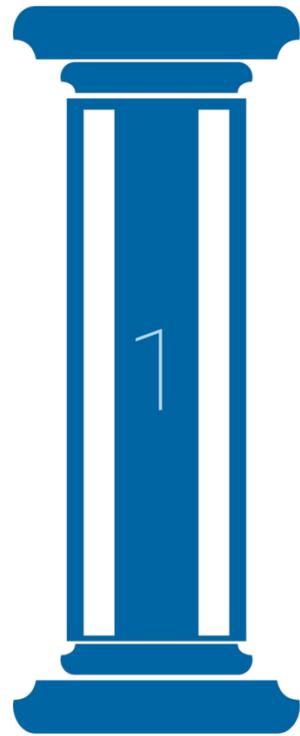
Why is program onboarding so important?

- Six years after enrolling, about 43% of CC students completed any credential, 12% are still enrolled, and 45% of students have left with no credential. (Six-year completion rates are even lower for Hispanic (38%) and Black (31%) students).

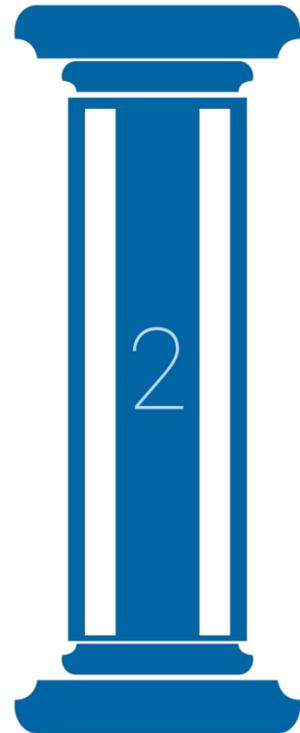
But if we want to improve longer-term outcomes, we need to start by increasing year 1 outcomes because...

- Many students (10-40%) apply but don't enroll
- Over 40% of community college starters leave higher education before the start of their second year
- CC enrollments of post-high school students have been declining for years and accelerated during the pandemic

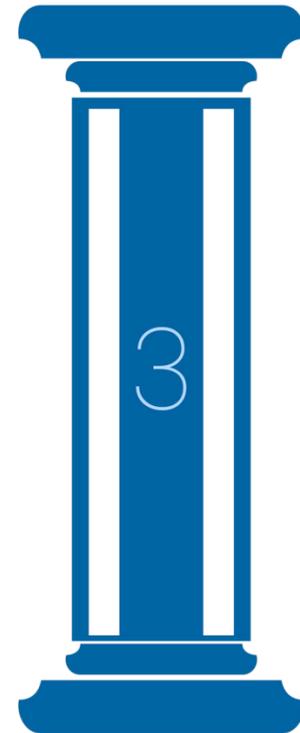
Whole-school reform has four major areas of reform focused on how colleges can change practice



Clarify paths to student education and career goals



Help students choose and enter a path



Keep students on a path



Ensure students are learning

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To motivate entering students to stay and gain early momentum in a program of study, CCRC's research suggests that colleges focus on creating a **more motivating and equitable program onboarding experience** for entering students.

Read more about Ask-Connect-Inspire-Plan here:
<https://ccrc.tc.columbia.edu/publications/ask-connect-inspire-plan-onboarding.html>

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RESEARCH BRIEF
COMMUNITY COLLEGE RESEARCH CENTER | MAY 2022

Research Evidence on Community College Ask-Connect-Inspire-Plan Onboarding Practices

By Davis Jenkins and Hana Lahr

Consistent with prior research, a recent CCRC study on student trajectories through community college found that students who gain “early momentum” by earning a substantial number of credits or passing college-level math and English courses in their first year are much more likely than students who have a slower start to reach successful outcomes, such as completion of a strong workforce credential, transfer to a four-year college, or completion of a bachelor’s degree (Lin et al., 2020). The study also found that the benefits of early momentum are especially strong for Black, Hispanic, and low-income students. Unfortunately, too few students are provided enough help from community colleges to gain early momentum. Nearly half of students who start at a community college—and the majority of Black community college starters—do not return for their second year (National Student Clearinghouse Research Center [NSCRC], 2021).

Helping students gain early momentum is essential not only for improving student success rates and for closing equity gaps but also for countering declining community college enrollments. Amid the COVID shock, both enrollment and retention rates at community colleges fell substantially, far more than at public four-year colleges (NSCRC, 2020), and declines among students of color and low-income students were much more severe at community colleges (Brock, 2021; Howell et al., 2021). Yet it is also the case that enrollments at community colleges had been on a downward trend for a decade before COVID, especially among male, Black, and older students (Jenkins & Fink, 2020). To build back enrollments, community colleges need to substantially increase retention as well as recruitment, particularly among students from underserved groups, who represent a growing share of prospective college students. CCRC has developed a framework that we call Ask-Connect-Inspire-Plan (ACIP) for colleges to use to enrich entering students’ experiences in exploring, choosing, and planning a program of study. The ultimate aim of the ACIP framework is to increase retention among students, especially those who are likely to stop out in response to prevailing college practices. This brief describes the motivation, research evidence, and equity implications that underlie the ACIP framework as a useful strategy for colleges.

“Helping students gain early momentum is essential not only for improving student success rates and for closing equity gaps but also for countering declining community college enrollments.”

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Strengthen Supports to Help Students Enter and Complete Programs

Redesign student onboarding



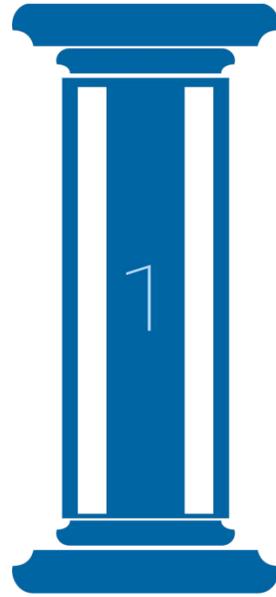
Key Strategies

- **Ask** about student interests, strengths, aspirations, etc. to help them explore aligned high-value programs and careers
- **Connect** every student with faculty, peers, alumni, and employers in fields of interest and to needed college/community resources
- **Inspire** students by ensuring that they can take at least one well-taught, college-level course on a topic that interests them in their first term
- **Plan:** help every student develop a preliminary education plan aligned to their post-graduation goals (and a good job)

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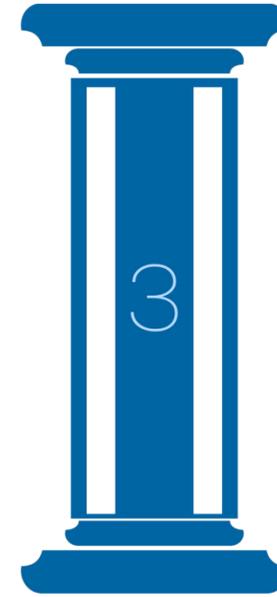
Clarify paths to student education and career goals



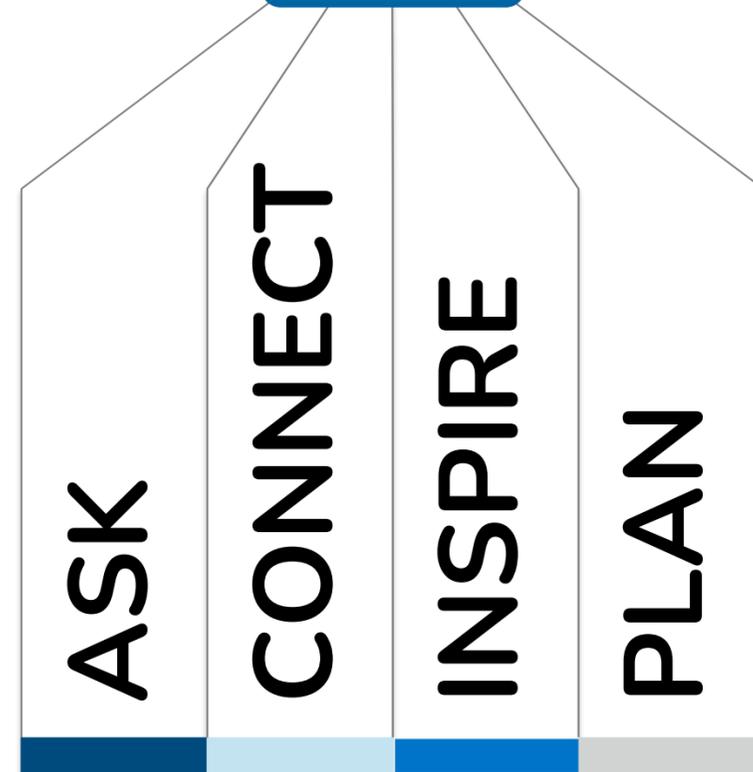
Help students choose and enter a path



Keep students on a path



Ensure students are learning



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***What was
your major in
college, and
how did you
decide on it?***



What is the typical student experience as they're entering your community college?



How much do you currently learn about your entering students' interests and goals?

Is it clear to students what they need to do to achieve their goals?

What are the longer-term consequences of students not having a clear direction?



What students want during onboarding

- Assistance **exploring academic and career interests**
- **Opportunities to interact** with other new and current students, faculty, and others who share similar academic and career interests
- The chance to take a **course on topics of interest** in term 1
- Assistance developing a **full-program educational plan**

To achieve more equitable outcomes, colleges need to reimagine program onboarding.

And there's a role for everyone in ACIP.



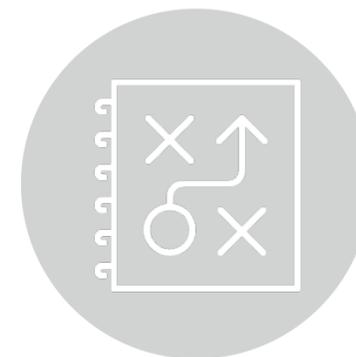
ASK



CONNECT



INSPIRE



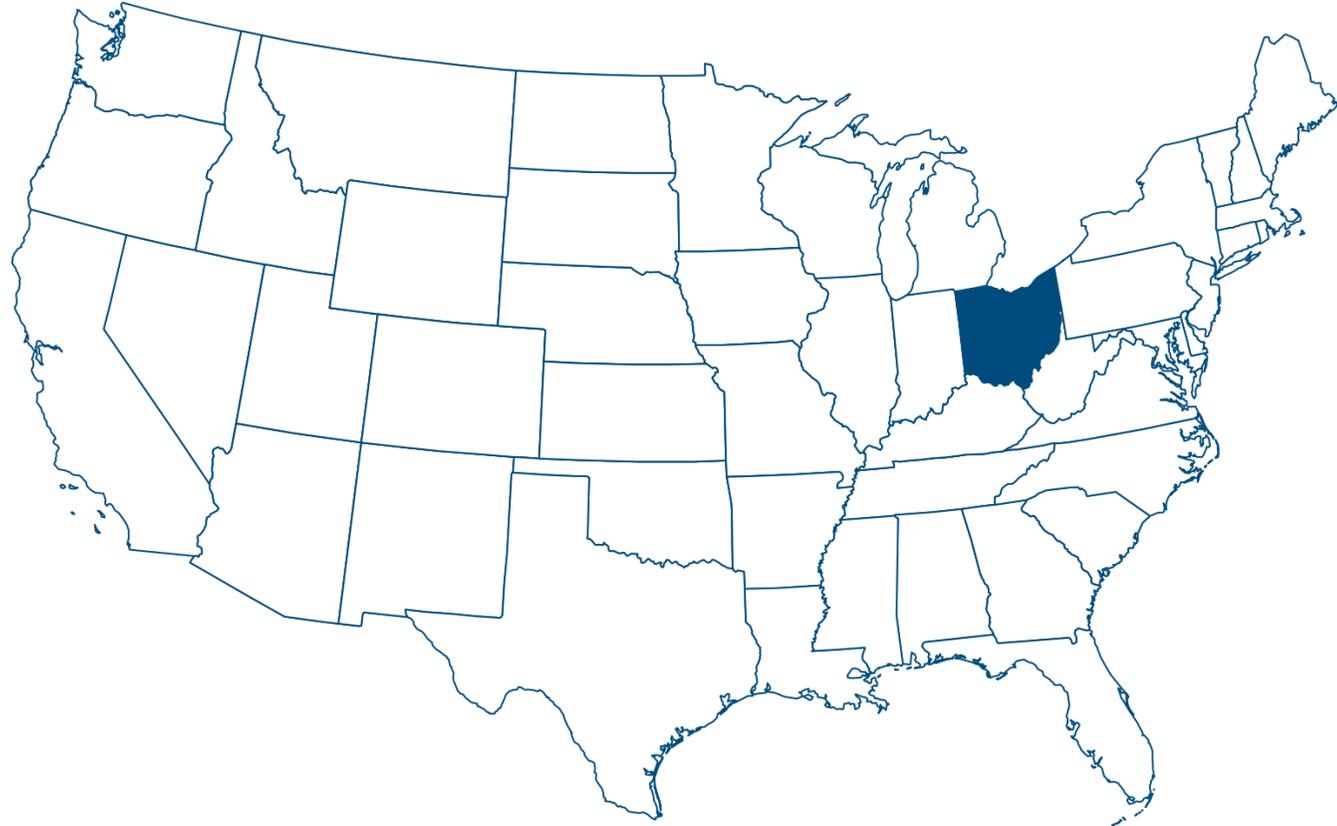
PLAN

Read more about Ask-Connect-Inspire-Plan here:
<https://ccrc.tc.columbia.edu/publications/ask-connect-inspire-plan-onboarding.html>

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Lorain County Community College: Training for Advisors on Labor Market Outcomes



Context & Challenges:

- Gaps in **knowledge** transfer lead to gaps in **talent** – and they’re **widening**, at even more alarming rates across disaggregated groups
- Colleges cultivate talent, but may be **reinforcing gaps**, rather than **strengthening pipelines**
- How do we **design for impact** transforming student services and strengthening regional workforce pipelines?

Practice:

- Regional approach emerged as **Careers by Design** in collaboration with Team NEO
- Team NEO’s analysis of regional talent gaps **creates urgency** when it comes to **boosting enrollment in key programs and disciplines**- many of which students are not likely to select unless a trusted source can help make the connection between their interest and local needs
- Advisors trained on program **data dashboards** to learn more about programs and **labor market and wage outcomes**

Results to date:

- **Careers by Design** guiding principles informing institution’s transformation and regional impact
- **Data-informed**, uniquely prepared academic advising, outreach, and student service professionals: 72 participants | 42 “Career Designers” | 65 + mini session attendees (and growing!)
- Enrollment in areas spotlighted in the series has begun to increase as those working directly with students become more skilled in this work.



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How can we unlock opportunity?

More Students in Higher-Value Programs

Fewer Students in Lower-Value Pathways

YESTERDAY

Strengthen the Program Portfolio

- Improve existing program quality and value
- Expand and diversify enrollment in existing high-value programs
- Launch new high-value programs
- Shrink or sunset low-value programs



TODAY

Strengthen Supports to Enter and Complete High-Value Programs

- Expand and increase equity in recruitment into high-value programs
- Redesign onboarding to help students make informed, purposeful program choices
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Strengthen Supports to Help Students Enter and Complete Programs

Build student-centric schedules and modalities



Key Strategies

- Develop course and program schedules that are based on students' educational plans
- Ensure course schedules align with student needs and non-academic responsibilities
- Provide supplemental support for students in online or hybrid programs to ensure rigorous learning
- Provide training to faculty to develop online/hybrid teaching skills

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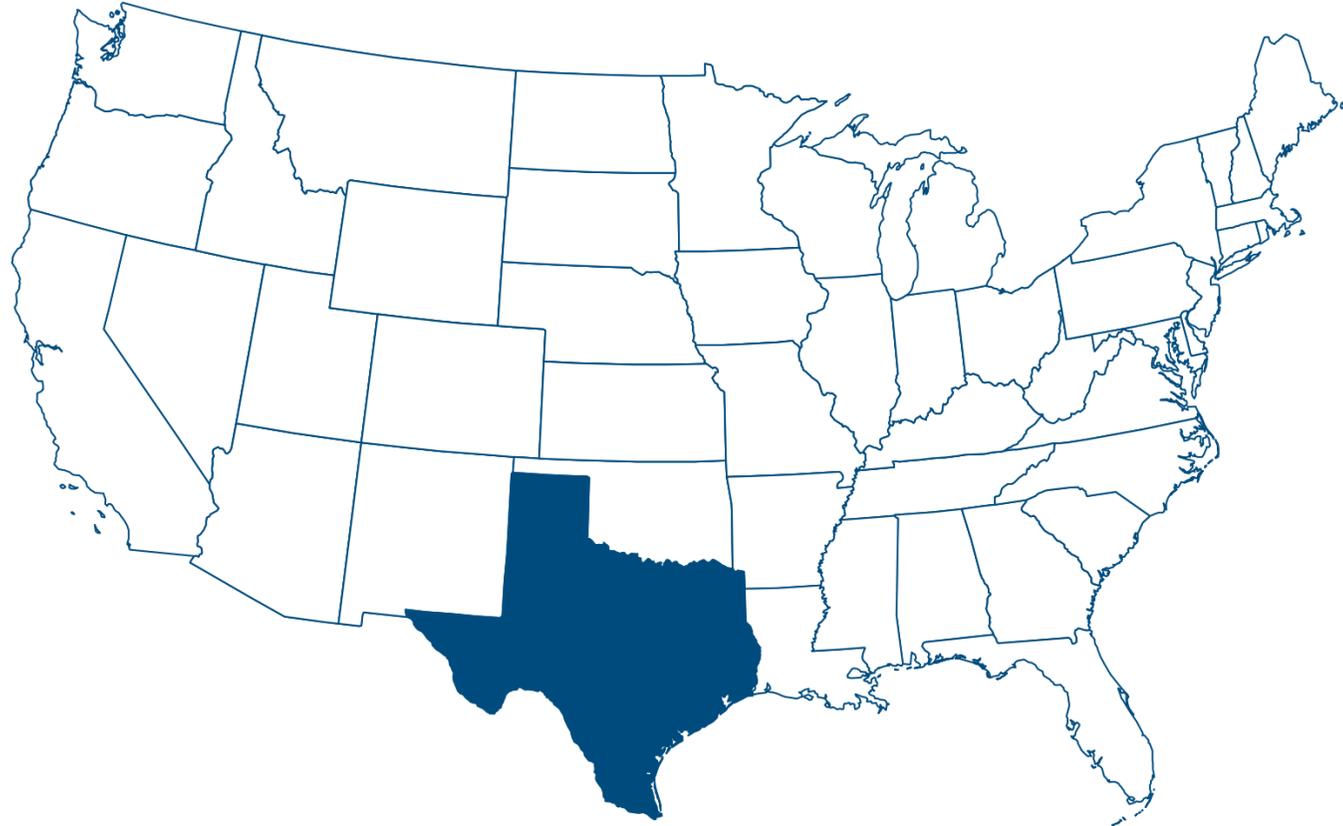
How Imperial Valley College developed student-responsive course and program schedules

- The course schedule is developed based on the needs of students, and then faculty are asked to choose courses to teach based on seniority
- After departments develop schedules, the academic administration reviews schedules across departments to ensure that there are not conflicts between courses that are required to complete a program
- Some programs completely changed how structured programs are scheduled, largely to accommodate working adults
 - Ex: corrections program now offers evening classes
 - Ex: paramedics program now accepts part-time students in the program
 - Ex: fire academy, now offers a part-time option with courses in the evening and weekend
- The college has also adopted a policy of not canceling courses

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Odessa College: Scheduling Courses to Increase Accessibility for Students



Context:

- 8-week courses implemented in 2014

Practice:

- 85% of courses scheduled are 8 weeks using hybrid modality

Results to date:

- Increased enrollment & completion
- Increased dev ed success
- Reduced equity gaps
- Increased student success & retention
- Decreased time to degree & excess credit hours



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Strengthen Supports to Help Students Enter and Complete Programs

Reform advising
and student
supports



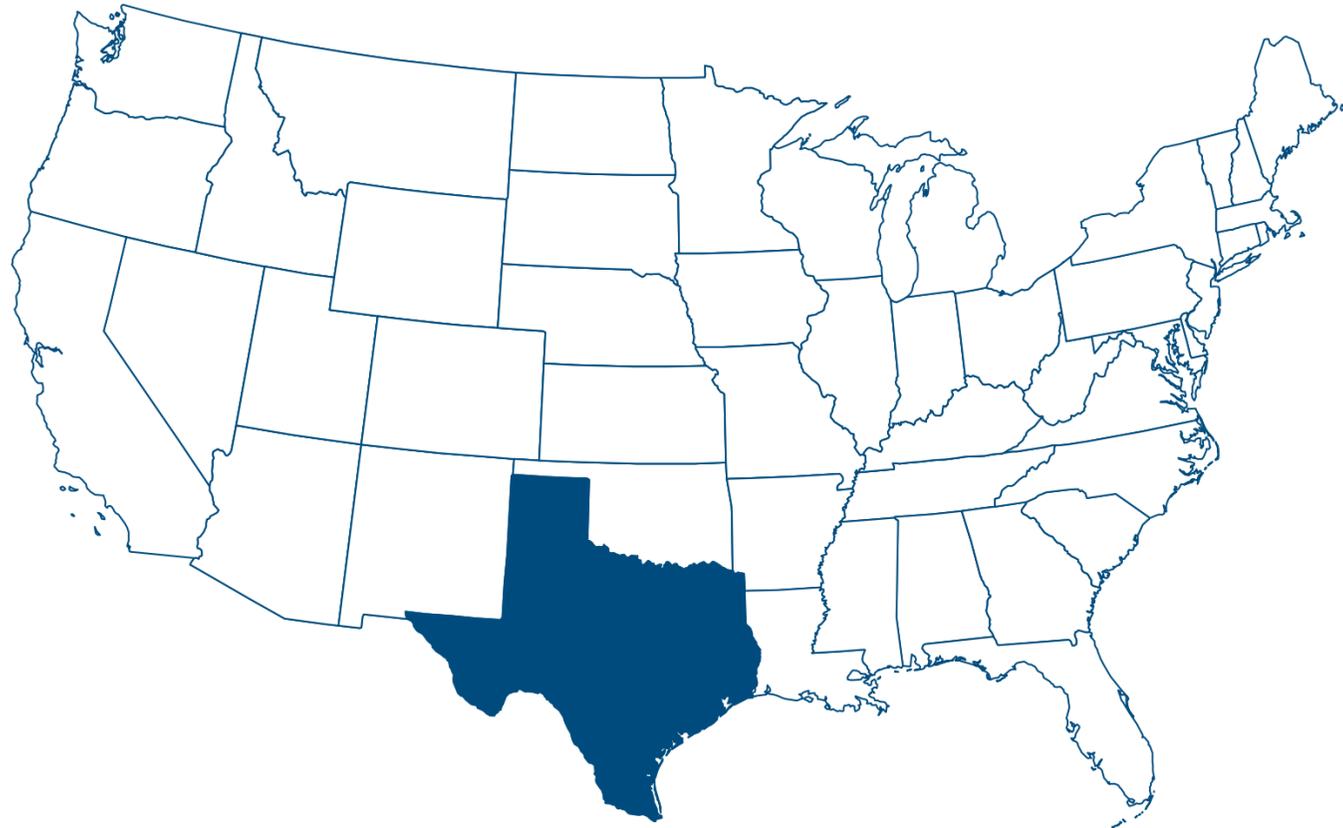
Key Strategies

- Adopt a **caseload management advising model** to ensure tailored academic and non-academic supports (or the equivalent that ensures personalized support)
- Determine **specific milestones** for student decisions and progress
- Align **advisors' expectations and training** to specific milestones
- Ensure that advisors **help students update their educational plans** as they progress
- Make engagement with **high-quality career services** and career placement guidance inevitable

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Alamo Colleges: Mandatory Advising Touchpoints for Students



ALAMO
COLLEGES
DISTRICT

Context:

- Meaningful, required interaction with students to enter and stay on pathway

Practice:

- 15/30/45, Mission Statement, Individual Success Plan, Transfer Intent
- Caseloads by Institute at 300:1
- Advised on TAGs and AAS + Certificates

Results to date:

19.1% ▼

Semester Credit
Hours to Degree

80.5 → 65.1

13.8% ▼

Time to
Degree

4.36 → 3.76

52.8% ▲

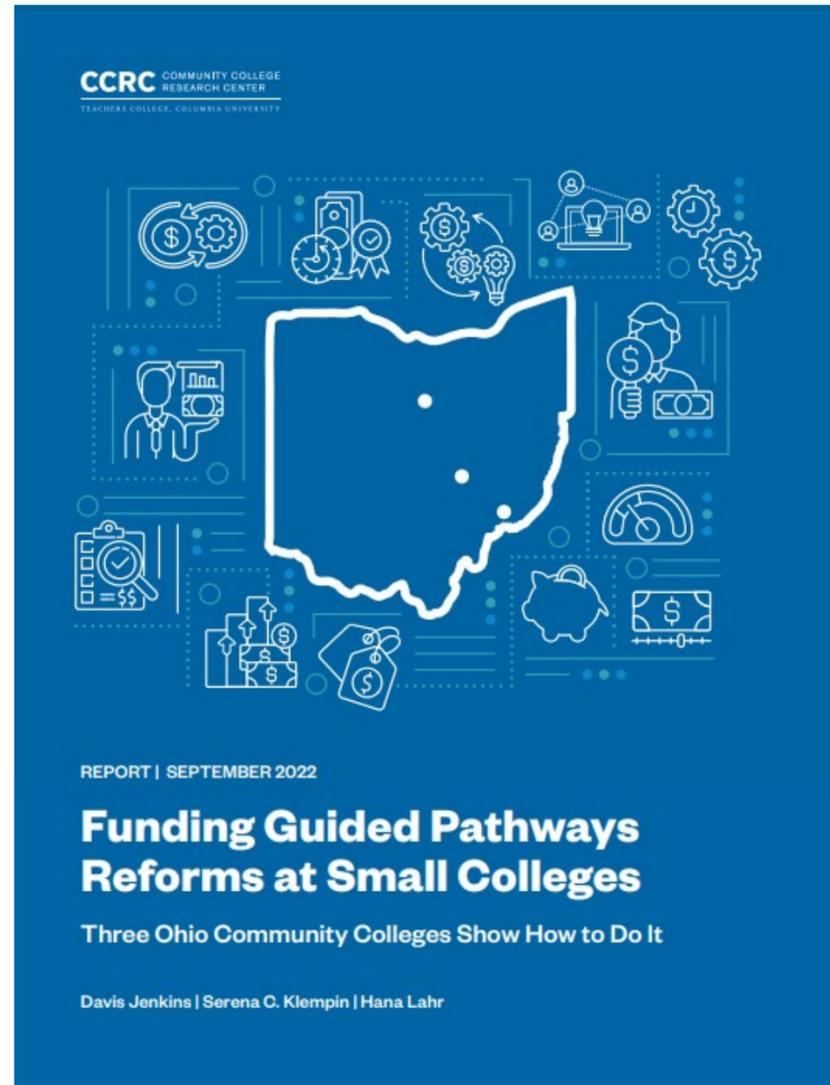
3-Year
Graduation Rate

19.9 → 30.4

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How are colleges funding these reforms?



Colleges can afford case management advising by field by:

- reorganizing intake and ongoing supports
- embedding advisors in academic and careers communities and
- using planning software to monitor students' progress

Read more: <https://ccrc.tc.columbia.edu/publications/funding-guided-pathways-reforms-small-colleges.html>
and <https://ccrc.tc.columbia.edu/publications/funding-guided-pathways-guide.html>

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To achieve equity in outcomes for marginalized and underserved students, it is critical to tailor onboarding, advising, and other supports to meet the needs of different student groups.

Team Table Talk



- Take a few minutes at your table to share initial ideas regarding areas of opportunity based on the discussion today.
- Take note of any ideas to discuss in your team sessions later today.

How can we unlock opportunity?

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Breakout Sessions

Track A:

- Take a break and move to your assigned breakout room by **10:45am**
- Coaching session #2 will focus on starting the goal-setting process
- Feel free to continue any conversations from yesterday
- Wrap up at 12:15pm for lunch

Participant guide p. 57-58

Track B:

- Take a break and come back to this room at **10:45am** for self-facilitated team time reflecting on your practice assessment tool and identifying strengths and opportunities
- Use your assessment results and your participant guide to inform your discussion
- You will meet with your coaches after lunch
- Session wraps up at 12:15pm for lunch

Participant guide p. 59-62

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College Coach & Room Assignments

Track A: Move to breakouts

College Name	Coach	Room
Laramie County Community College	Doreen Larson	Sofia Ballroom
Lorain County Community College	Sandy Shugart	Fahlman Boardroom
Monroe Community College	Josh Wyner (Mary Rittling)	Carson
San Antonio College	Maria Harper-Marinick	Clemente
St. Petersburg College	Martha Ellis	Salk

Track B: Stay here

College Name
Odessa College
Sinclair Community College
Southwest Wisconsin Technical College
Tulsa Community College
Valencia College

Breakout sessions will wrap up in time for lunch in the Sofia Ballroom at 12:15pm. Presidents go to Fahlman Boardroom, project leads to Carson.

Following lunch, Track A colleges return to this room at 1:30pm for self-guided team time. Track B colleges report to their breakout rooms for coaching time.

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Break for Lunch

Lunch will be available in the Sofia Ballroom

Presidents: Please join Josh Wyner in Fahlman Boardroom for lunch

Project leads: Please meet in Carson for lunch

Grab lunch from Sofia before you head over

At 1:30 pm, **Track A** colleges return to the plenary room

Track B colleges report to their breakout rooms for coaching time

Breakout Sessions

Track B:

- Move to your assigned breakout room
Coaching session #2 will focus on starting the goal-setting process
- Feel free to continue your conversations from yesterday
- Wrap up at 3:00 pm for a break

Participant guide p. 57-58

Track A:

- Stay here for self-facilitated team time reflecting on your practice assessment tool and identifying strengths and opportunities
- Use your assessment results and your participant guide to inform your discussion
- Session wraps up at 3:00 pm for a break

Participant guide p. 59-62

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College Coach & Room Assignments

Track A: Stay here

College Name
Laramie County Community College
Lorain County Community College
Monroe Community College
San Antonio College
St. Petersburg College

Track B: Move to breakouts

College Name	Coach	Room
Odessa College	Josh Wyner (Mary Rittling)	Carson
Sinclair Community College	Sandy Shugart	Fahlman Boardroom
Southwest Wisconsin Technical College	Doreen Larson	Sofia Ballroom
Tulsa Community College	Martha Ellis	Salk
Valencia College	Maria Harper- Marinick	Clemente

Breakout sessions will wrap up in time for a break at 3:00 pm.

Following the break, please return to this room at 3:15 pm for directions for the rest of the afternoon.

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Break

Please gather back in the plenary room by 3:15 pm for directions for the afternoon sessions

Team Time: Strategic Focus Areas

Team	Room
Laramie County Community College	Sofia Ballroom
Lorain County Community College	Carson
Monroe Community College	Sheffield Ballroom
Odessa College	Sheffield Ballroom
San Antonio College	Clemente
Sinclair Community College	Fahlman Boardroom
Southwest Wisconsin Technical College	Sofia Ballroom
St. Petersburg College	Salk
Tulsa Community College	Salk
Valencia College	Clemente

- Use this time with your team to begin working through inquiry questions to:
 1. Identify possible strategies to strengthen the program portfolio
 2. Identify possible strategies to strengthen supports to enter and complete programs
 3. Examine the identified strategies and prioritize the ones that, if implemented, would best help the college achieve its preliminary Unlocking Opportunity goals
 4. Synthesize takeaways from the Collaborative and begin planning for next steps
- You will have time tomorrow morning to continue this work
- Coaches will float between teams to provide support
- Come back together in the plenary room at 4:45 for our daily closing

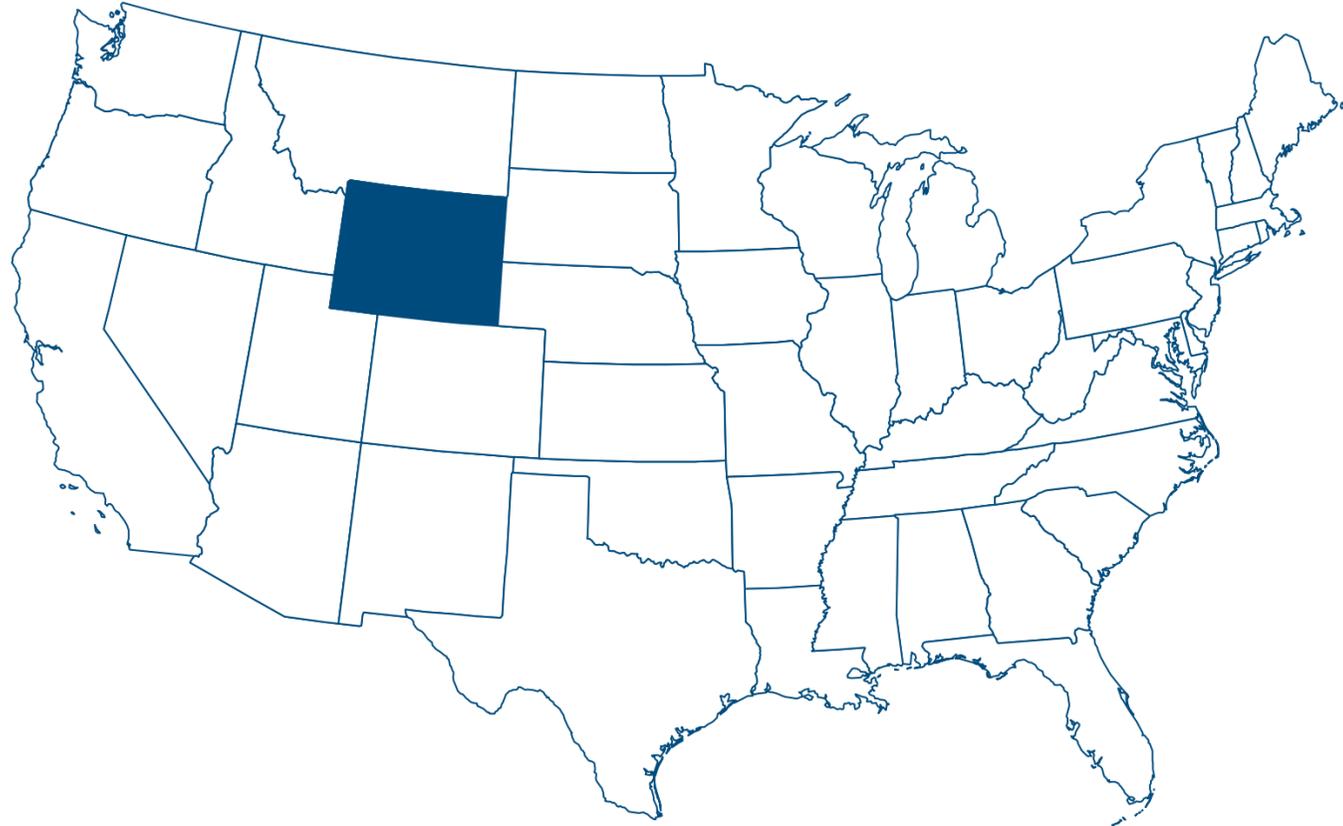
Daily Closing

Participant guide p. 81-82

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Laramie County Community College: Communicating about College-wide Change



**LARAMIE COUNTY
COMMUNITY COLLEGE**
Cheyenne | Laramie | Online

Context:

- Not “buy-in,” but instead commitment through ownership
- Three opportunities to:
 - Understand
 - Be heard
 - Be involved

Practice:

- Going slow to go fast... engagement matters
 - Visible CEO commitment
 - Inescapable outreach (3 questions to all)
 - Strategic events

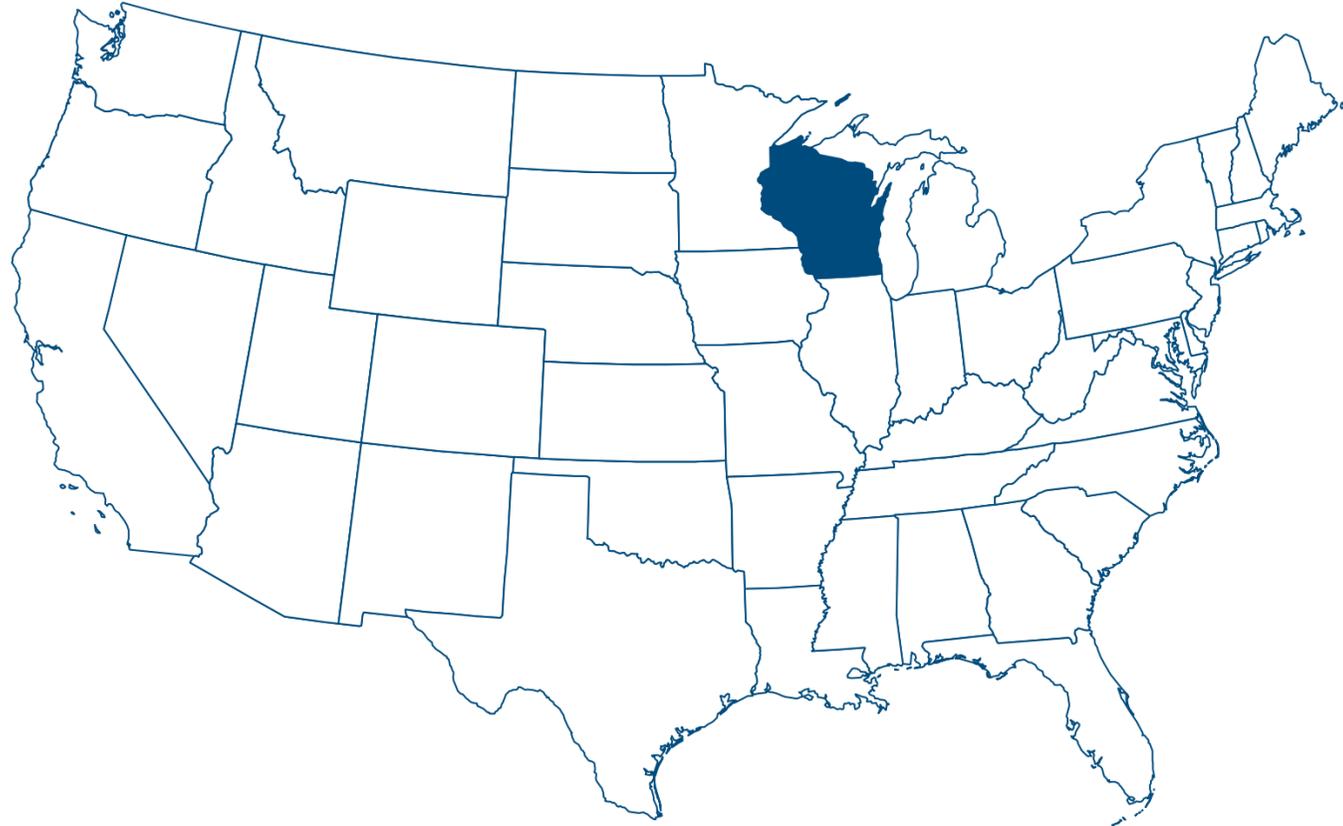
Results to date:

- Formalizing communication as an initiative

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Southwest Wisconsin Technical College: Communicating about College-wide Change



Context:

- Consultants brought in to improve culture and address political upheaval
- Significant budget shortfall
- Double-digit enrollment declines
- Accreditation woes – formal adverse action
- First-year president

Practice:

- Goals, options, and communication

Results to date:

- Improved student success measures
- Exceptionally successful accreditation visits and Aspen recognition
- 6 straight years of over 90% employee giving to support student success

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Looking Ahead

- **Tonight:**
 - Hotel happy hour 5:00-6:00pm in the Living Room
 - Dinner on your own
 - List of local restaurants in your binder
- **Tomorrow:**
 - Breakfast available **7:00-8:15 am** in the Sofia Ballroom
 - Sessions will start at **8:30 am** in this room
 - Team time on prioritizing key focus areas for your college and your context
 - Closing plenary
 - Programming finished by 11:00 am
 - Hotel checkout time is 11:00 am—please plan to check out before sessions or during the break
 - You are welcome to store bags in this room or with the front desk
 - You can also call the front desk tomorrow morning to ask about availability for late checkout

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Unlocking Opportunity: The Post-Graduation Success & Equity Network *Working & Learning Collaborative #1*

DAY 3

Participant guide p. 84

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Today's Logistics

- Break at 10:15am
- Teams dismissed at 11:00am following the closing plenary
- Hotel checkout time is 11:00 am—please plan to return your key at the hotel's front desk during one of the breaks or immediately after the session

Team Time: Strategic Focus Areas

Team	Room
Laramie County Community College	Sofia Ballroom
Lorain County Community College	Carson
Monroe Community College	Sheffield Ballroom
Odessa College	Sheffield Ballroom
San Antonio College	Clemente
Southwest Wisconsin Technical College	Sofia Ballroom
St. Petersburg College	Salk
Tulsa Community College	Salk
Valencia College	Clemente

- Use this time with your team to continue working through inquiry questions to:
 1. Identify possible strategies to strengthen the program portfolio
 2. Identify possible strategies to strengthen supports to enter and complete programs
 3. Examine the identified strategies and prioritize the ones that, if implemented, would best help the college achieve its preliminary Unlocking Opportunity goals
 4. Synthesize takeaways from the Collaborative and begin planning for next steps
- Coaches will float between teams to provide support
- Come back together in the plenary room at 10:15 for the closing plenary

Closing Plenary

David Bevevino, Director, Aspen Institute College Excellence Program

Closing Reflection

- Take a few minutes to reflect on learning from this session, using the QR code below to share one major takeaway

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Next Steps

- Site visits to take place between June and September
- Coaching calls – monthly with the president and/or the team
- Presidents' community meetings quarterly
- Submit team action plans by June 15
- Goals finalized and submitted by September 15
- October Collaborative: **October 2-5 in Milwaukee, WI**

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Closing Logistics

- **All:** Stay tuned for details about the October Collaborative next month
- **Project leads:** we will send an email next week with updates on site visits and upcoming action items

Closing Remarks

Maria Harper-Marinick, Coach, Unlocking Opportunity

Davis Jenkins, Senior Research Scholar, Community College Research Center

Josh Wyner, Executive Director, Aspen Institute College Excellence Program

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