

# perspectives

## RP Group | February 2015

Whether it's the [George Polk Awards in Journalism](#) or the [American Library Association Youth Media Awards](#) (including the Newberys and Caldecotts and Coretta Scott Kings) or the [Academy Awards](#), awards season is upon us!

To take part in the season, we would like to take a moment to announce the 2015 RP Awards recipients. The RP Awards recognize excellent work in community college research and planning. These projects were selected, by the Awards committees, for their innovative approaches and their potential to be useful to other colleges in the system. The efforts of these individuals, teams and organizations increase our collective knowledge about our colleges and our students, and provide us with additional approaches to strengthen our ability to act on this knowledge.

The articles in the March issue of *Perspectives* will dive into their work and we will formally celebrate them at the [RP Conference](#) in April.

We also acknowledge all of the Awards applicants and thank each of them for their continued commitment to our students and institutions across the state. Whether they are publicly recognized or not, they are all moving research and planning forward in our system.

[Drumroll](#), please. The recipients of the 2015 RP Awards are:

### **EXCELLENCE IN COLLEGE RESEARCH (2 Awards)**

#### **Let Them In: Increasing Access, Completion, and Equity in College English**

Recipients: *Leslie Henson*, Co-Chair, English and Journalism, Butte College; *Katie Hern*, Co-Founder and Director, California Acceleration Project; *Myra Snell*, Co-Founder and Math Lead, California Acceleration Project; *Eric Hoiland*, Director of Assessment, Butte College; *Wim McSpadden*, Office of Planning, Research, and Organizational Development, Butte College

#### **Performance Outcomes of First-Time, No Prior College Experience Students by Self-Reported Student Hope Levels**

Recipient: *Jim Fillpot*, Dean of Institutional Research & Resource Development, Chaffey College

### **EXCELLENCE IN REGIONAL/STATEWIDE RESEARCH**

#### **Curricular Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project**

Recipients: *Craig Hayward*, Director of Research, Planning and Accreditation, Irvine College; *Terrence Willett*, Director of Planning, Research and Knowledge Systems, Cabrillo College; *Vinod Verma*, System Software Specialist, California Community Colleges Chancellor's Office

## **EXCELLENCE IN PLANNING**

### **Decision Support System**

Recipient: *Daniel Lamoree*, Senior Systems Analyst/Programmer, Mt. San Antonio College

## **EXCELLENCE IN DISSERTATION/THESIS**

### **Efficacy of the California Basic Skills Initiative**

Recipient: *Erik Cooper*, California State University Sacramento

Congratulations and thank you!

Sincerely,  
Priyadarshini Chaplot  
The RP Group

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## **Announcements**

### **Attend an Institutional Effectiveness Workshop in March**

A new state law requires colleges to develop, adopt and post goals related to a framework of indicators measuring institutional effectiveness. Learn more by registering for an upcoming regional workshop near you [here](#).

### **Register for the RP Conference**

The RP Conference will be held on April 8-9 at the Holiday Inn Capitol Plaza in Sacramento, CA. Register now to join us for the largest annual gathering of institutional researchers and planners in the California community college system. Peruse the registration, schedule and special event details [here](#).

### **Submit a Proposal for the 2015 SSS Conference by March 23**

As it is the Strengthening Student Success Conference's 10th anniversary, this year's focus is on looking back and looking forward. If you would like to share your college's efforts to strengthen student outcomes and institutional practice, submit a proposal. The SSS Conference will be held October 7-9 at the Oakland Marriott City Center. Peruse the Conference goals, thematic strands and proposal submission details [here](#).

## Statewide Spotlight | Catching Up with the Success Center for California Community Colleges

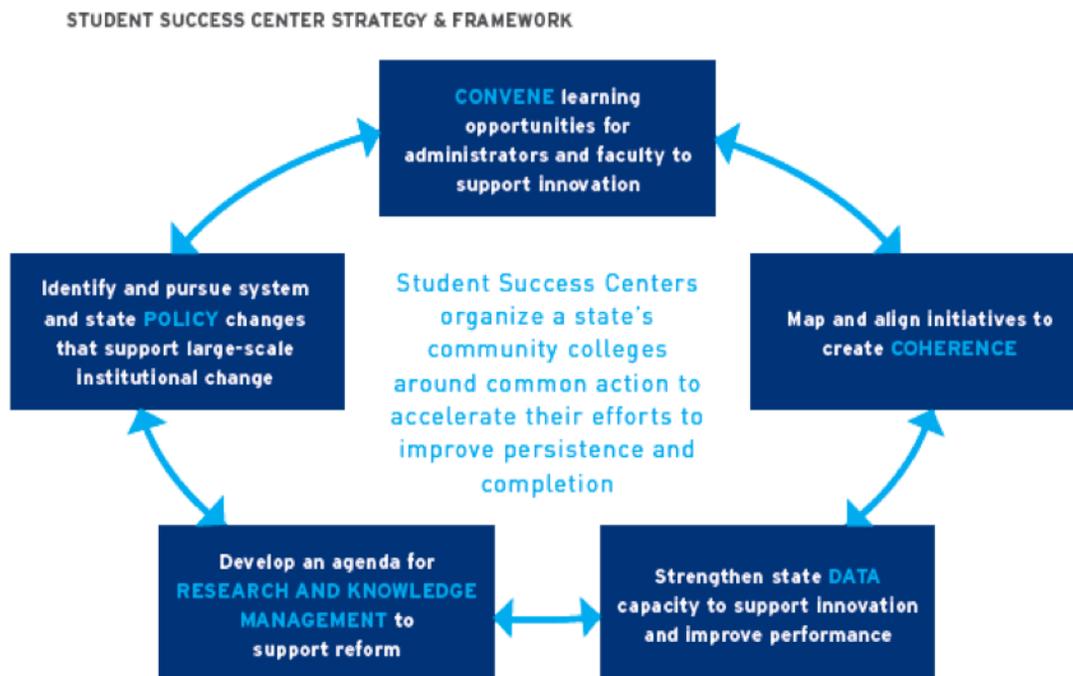


**Author:** *Mike Howe*, Executive Director, The RP Group

California joins six other states in establishing a statewide [Student Success Center](#), which is operated by the Foundation for California

Community Colleges through a two-year \$500,000 grant from the Kresge Foundation. In addition to the CCC Chancellor's Office, partners include the RP Group, statewide Academic Senate, CCC Success Network (3CSN) and Career Ladders. The Center's mission is to help the system to coordinate, align and amplify its student-focused success initiatives and boost completion rates. Also, the Center will serve as a coherent professional development resource for faculty, staff and administrators across the state. Out of 24 states that submitted letters of intent, California, Connecticut and New Jersey were selected. They join Arkansas, Michigan, Ohio and Texas, whose Centers are [already underway](#).

Over the past four years, Kresge has developed the following strategy and framework for the Student Success Centers:



In August 2014, Dr. Paul Steenhausen was hired as the founding executive director of the Success Center for California Community Colleges. He is an expert on finance and policy, having spent the previous 12 years at the California Legislative Analyst's Office as the Principal Fiscal and Policy Analyst focused primarily on California community colleges.

With Steenhausen at the helm, the Success Center hit the ground running, reaching out to

a variety of stakeholders in fall 2014. Meetings and regional summits were held with the statewide Academic Senate, 3CSN, CCC Council for Staff and Organizational Development (4C/SD), @ONE, Telecommunications and Technology Program, and Online Education Initiative (primary funder of summits), and at the RP Group's 2014 Strengthening Student Success Conference.

On January 7, 2015, the Center's Advisory Board met with Chancellor Harris, Foundation President Mills, Program Director at Jobs for the Future (Kresge's program intermediary) Gretchen Schmidt and Executive Director Steenhausen to discuss its mission, work-to-date and initial directions. Highlights include:

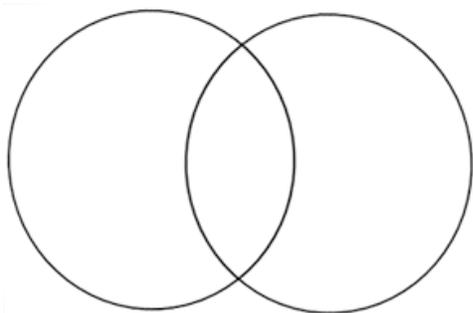
- Center's adopted mission: To implement the Student Success Task Force recommendations and continue to make gains on student achievement.
- Initial key focus: Professional development, specifically to expand learning opportunities for faculty and staff, and to increase the ease of access to effective practices and expertise within the state and across the country.
- Center's vision: To have the best system of professional development and peer collaboration in the country.
- With funding from the Online Education Initiative, the initial project will be to coordinate with the Institutional Effectiveness and Technical Assistance Initiative (now known as the Institutional Effectiveness Partnership Initiative) to build out the online professional development clearinghouse (portal) that will provide a "one-stop shop," as recommended by the Student Success Initiative Professional Development Committee in 2013. Portal features will:
  - Showcase success stories and inspire
  - Contain a library of online trainings and related resources
  - Include a chat function to enhance cross-campus, cross-program communication and collaboration
  - Develop a personalized professional development plan
  - Serve as a point of access to request additional consultative services
- Other focus areas for the Center include:
  - Identifying and disseminating effective practices around flex days (the primary mode of professional development for faculty)
  - Expanding common course numbering (C-ID) to other education segments
  - Providing data and analyses to inform state-level policy changes related to student success

The Center has laid out a robust agenda for 2015 with an aim to become a dedicated and focused resource for diverse CCC stakeholders across the state.

### **Resources:**

- [Success Center for California Community Colleges](#)
- [National Student Success Center Network](#)
- [Joining Forces: How Student Success Centers are Accelerating Statewide Community College Improvement Efforts \(Policy Bulletin\)](#)

## Research | Interest in Dual Enrollment Programs Grows: Second Statewide Conference Held



**Author:** *Matt Wetstein*, President, The RP Group and Assistant Superintendent/Vice President of Instruction, San Joaquin Delta College

Last month, more than 300 individuals gathered at a Sacramento conference to discuss dual enrollment programs in the California Community College system. Funded by a Chancellor's Office grant that assists eight colleges that sponsor Middle College or Early College High

School (MCHS or ECHS) Programs, the second annual conference drew significant interest from high school and community college practitioners alike. And there is good reason: MCHS and ECHS programs, which embed students from grade 9-12 in college courses on top of their normal school day, can boast of impressive achievement outcomes.

Among the eight CCC-MCHS programs receiving Chancellor's Office support, program directors report:

- 100% passage rates on the California High School Exit Exam in the tenth grade
- An average of between 30 and 60 units of college credit earned by MCHS students
- Evidence of AA/AS degree completion by significant percentages of students, with high achievers completing Associate's degrees before their HS graduation
- Evidence of multiple degree earners before transitioning from high school to a 4-year transfer institution
- All of the MCHS programs indicate that the students earning these outcomes tend to be disproportionately drawn from non-white and low-income homes, and frequently represent the first in their family to attend college
- Research by the RP Group on a subset of more than 1,600 MCHS students attending community colleges over the last four years found that the average of college units completed was 50 and the overall GPA across those years was 2.90

A broader national [study](#) of ECHS programs found that students from these high schools were 6% more likely to finish high school, 10% more likely to enroll in a four-year college, and 22% more likely than their peers to enroll in a two-year college (AIR ECHS Initiative Impact Study 2013, 31-36). The impressive findings from MCHS and ECHS programs document an important reason for their existence: by establishing a college-going culture and high achievement norms, the programs help accelerate the entry of under-represented students into two-year and four-year degree programs and the workforce.

Because of the access they provide to students, the lowered overall cost of college attendance and the strong achievement metrics, dual enrollment programs are increasingly attractive to community college and K-12 leaders. This helps explain why so many California public education leaders are interested in dual enrollment programs. New legislation in California may make dual enrollment programs even more attractive to community colleges. [Assembly Bill 288](#) (Holden), just introduced this month, would smooth the way for creation of career and transfer pathway partnerships that promote dual enrollment in high schools and community colleges. The bill proposes lifting the 11-unit cap on enrollment (allowing up to 15 units) by high school students, allowing community

colleges to offer "closed" classes to high school students only and permitting colleges to claim FTES apportionment for the students in those classes.

If you are interested in collaborating with a high school district on MCHS/ECHS initiatives, resources are listed below to start that conversation. There is no doubting the success of these programs in the CCC system.

**Resources:**

- American Institutes for Research. 2013. [Early College, Early Success: Early College High School Initiative Impact Study](#). Washington, DC: AIR.
- Purnell, Rog air. 2014. [A Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in California](#). Sacramento: Research and Planning Group of California Community Colleges (in collaboration with the California Community Colleges Chancellor's Office and San Joaquin Delta College).
- [Assembly Bill 288](#)

## Planning | Experiencing a Design Thinking and Prototyping Workshop



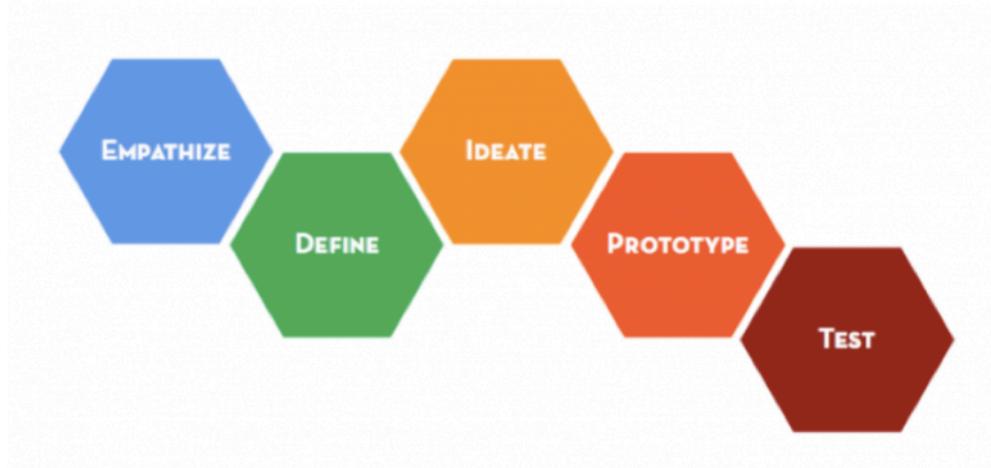
**Author:** *Gregory Stoup*, Vice President, The RP Group and Senior Dean of Planning and Research, Contra Costa Community College District

Earlier this month, several RP Board members had the privilege to participate in a design thinking and prototyping workshop led by the [Stanford Design School](#) (d.school). This training grew out of a series of conversations between the RP Group and the Stanford d.school about co-developing a planning program or curriculum that would help bring the creative power of design thinking and rapid prototyping into the (prosaic) realm of community college planning. The training was an opportunity to experience and evaluate the approach in action at a California community college. We arranged to have a team of three d.school designers facilitate a three-hour workshop to 12 senior leaders of the Contra Costa Community College District, a group which included the District Chancellor and three college presidents. Bob Gabriner, Daylene Meuschke and I also participated in the training.

The experience was quite the departure from traditional planning activities that typically operate from formulaic methods that stress goal identification and process mapping. By contrast, design thinking is built on mindful processes that (a) focus on human values, (b) are biased toward immediate action (prototyping) and (c) are oriented toward end-user solutions rather than institutional goals.

Sarah Greenberg, the executive director of the d.school and who led the training, describes design think as "a human-centered approach to problem solving (and reframing) that is particularly useful for tackling messy problems when there is no obvious solution, or where conventional approaches are yielding the same unsatisfying results. Through design thinking, teams are taught to develop broader insight or sensitivity to the needs of people the institution is trying to serve that previously were not known. Those insights are then drawn upon to drive a process of rapid prototyping that helps teams move quickly through

a series of small experiments, as we advance through an ambiguous problem space."



Source of graphic: Stanford d.school

The workshop contained a series of activities in which participants collaborated in teams of two and four. At the onset, the activities stressed the development of empathy and trust among participants as way of expanding the idea space. This then led to a sequence of exercises that provided structure for participants to articulate what they felt might be optimal experiences for students, identify the institutional barriers preventing or mitigating that potential for students and then jointly identifying and prototyping possible solutions. By way of example, in the prototyping stage, my team organized around the question: "How might we make the college experience more human centered for new students?" After unleashing dozens of ideas, we started to gravitate around the idea of free parking. This was refined further and further until we settled on an idea to take to the test stage: Have the college offer free parking as an incentive for students to use certain services. This idea is now being explored by one of the colleges with an eye towards testing next semester.

While more needs to be fleshed out, the RP Group is continuing to work with the d.school on the development of a partnership that we hope can bring some fresh thinking and new techniques into the world of community college planning.

**Resources:**

- [Stanford d.school](#)
- [The d.school Approach](#)
- [Radical Designs for Reinventing College](#) (a talk by Sarah Stein Greenberg, d.school Executive Director)