
Welcome to the New Perspectives!

"Work for justice even when you don't have the support. Continue on your mission, as justice is always the victor."

- Rosalva Amezcua, "Lightbulb Moment" from 2016 Strengthening Student Success Conference

With the election now a week in our rear view mirror, it's time for the work, hope - and joy - to begin. Welcome to a new day and a new *Perspectives*!

As the new Director of Communications for the RP Group, I am honored and privileged to get the chance to reach out to you here. This refreshed take (new design and shorter format) on our e-newsletter is one small piece of a broader effort to strengthen our communications, so that we may widen and deepen conversations with (and between) colleagues such as yourself, help elevate your work, and strengthen student success in California and beyond.



In this issue, we feature select sessions from the 2016 Strengthening Student Success Conference held last month in Garden Grove, and touch on topics such as the Professional Learning Network, CTE Employment Outcomes Survey, and more.

Plus, stay tuned for our new website launch, which is scheduled to go live in less than three weeks! Do you have a topic idea, article or feedback you'd like to share? What do you think of the refreshed format of *Perspectives*? Please share your thoughts with me at dloy@rpgroup.org.

Truly,
Director of Communications
Olivia M. Loy

[Attendees Share Their "Lightbulb Moments..."](#)

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Articles

Attendees Share Their Lightbulb Moments...

At the conference, attendees were presented with a small, but significant challenge: submit their "lightbulb moments" for a chance to help improve the lives of students everywhere (and for the chance to win a ticket to next year's conference.)



First, congratulations to our winner, chosen at random, and below (and above) are a few of the insights we received from other attendees:

"This conference is a reminder that if we want to include students as partners in the learning process, they need to [be at the table.]. But they can't do so unless faculty members rethink dominant teaching methods such as lecture as they perpetuate existing traditions..." - **David Wong**

"Having a student group spearhead the Habits of Mind movement on campus is genius! Gets peer-to-peer buy in!" - **Christina Snedden**

"In a session I realized our academic support department should provide 'wrap around' services to students in a discipline. For example, instead of my colleagues and I working individually with faculty for tutoring, study skills, etc., our department should design an 'integrated package' in conjunction with content faculty for their courses or for specific student populations." - **Emily Barrera**

Session Spotlight: Using the New Professional Learning Network to Advance Professional Development

Presenters: Jeff Spano, California Community Colleges Chancellor's Office; Michelle Pilati, @ONE; and Michelle DuBreuil, TTIP-South

While many may be familiar with the Professional Learning Network ([PLN](#)), we wanted to give a "refresher course" and also talk about what is new and exciting with PLN.

The PLN is a knowledge-sharing resource. It responds to the need for a centralized source for professional development in California community colleges, as identified in the Student Success Task Force Recommendations. Plus, it supports the work being done as part of the Institutional Effectiveness Partnership Initiative.

Recently, the PLN added LinkedIn's [Lynda.com](#) - a robust array of online training - to its training arsenal. All California community college employees are offered free membership and full access to these resources.

Currently, we are focused on content development and recruitment, and encourage you to submit resources related to local and effective practices. We are currently requesting the submission of resources related to data disaggregation, enrollment management, integrated planning, and tutoring. Submitted materials must carry a Creative Commons license and will be peer-reviewed.

For general PLN questions, please email support@prolearningnetwork.org and for resource-submission related questions, email mpilati@prolearningnetwork.org.

Session Spotlight: CTE Employment Outcomes Survey Goes Statewide

Presenters: *Virginia Rapp, El Camino College; Craig Hayward, Irvine Valley College; Julius Sokenu, Moorpark College; and KC Greaney, Santa Rosa Junior College*

Author: *KC Greaney, Santa Rosa Junior College*

In this session, we wanted to illuminate the progress and success of the CTE (Career Technical Education) survey and courses. Most notably and recently, the survey has shown that community college students who take CTE courses, even without an award or transfer, show an increase (41% in 2016) in hourly wages following their last community college course.

A few colleges in the state were conducting local completer/leaver studies in 2011-2012, and a group of CTE deans wanted to see whether they could pool their resources and scale up the survey. They approached the RP Group, and with additional collaboration from the Management Information Systems (MIS) Unit at the Chancellor's Office, the California Community College CTE Outcomes Survey was created.

In its pilot year (2011-2012), fifteen colleges participated. Now, in 2016, the number of participants totals 70 colleges. The resulting unique data and information proved so useful to CTE deans that they successfully lobbied the Workforce & Economic Development Division at the Chancellor's Office to fully fund the survey as a part of the Data Unlocked initiative to enable all 113 colleges to participate this year.

Results of the survey also show higher levels of employment after community college, and that the majority of students who took CTE courses are working in, or "close" to, the field in which they received their training. For more information on the CTE Employment Outcomes Survey, go [here](#).

Session Spotlight: Back on Track to College and Careers - A Framework for Improving Education and Work Outcomes for Older Youth

Presenter and Author: *Krista Sabados, Senior Program Manager, Jobs for the Future*

Participants in this session explored how strong college partnerships with community agencies can ready students for college, provide additional supports to ensure persistence and address an equity agenda (serving those who otherwise wouldn't enroll or complete college).

Our primary objective here was to introduce the [Back on Track Framework](#), a college-connected education model that aims to improve education and career outcomes for young people aged 16-24 who are disconnected from work and education.

The framework includes three phases: (1) enriched prep (strengthening and accelerating skills while earning a high school diploma), (2) bridging (programs that give students dedicated time to get college-ready), and (3) postsecondary supports (navigation assistance to get settled in postsecondary education).

The facilitator and participants also highlighted resources and strategies to support these specific student populations in secondary, community-based organizations, bridge programs, and community college contexts.

Peruse resources such as our [Back on Track assessment](#) platform, created to determine program needs in order to build robust college and career readiness pathways. Other great resources include [Growth Mindset](#) instructional practices, aimed at cultivating a strong college and career readiness culture, and strategies to mitigate and challenge the impact of [stereotype threat](#).

Session Spotlight: Acceleration at Scale: Ground-Level Work Underway across California

Presenters: California Acceleration Project Co-Founder Katie Hern, Chabot College; CAP Co-Founder Myra Snell, Los Medanos College, CAP Coach Kathy Kubo, College of the Canyons; CAP Coach Summer Serpas, Irvine Valley College

Authors: Katie Hern and Summer Serpas

Evidence shows that colleges are placing far too many capable students into remediation, and that current practices are disproportionately impacting Black and Hispanic students.

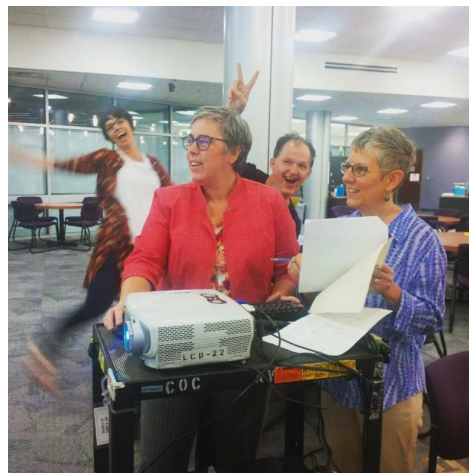
Our session featured strategies that help colleges substantially increase student completion of transfer-level English and math, narrow equity gaps, and more effectively support incoming students.

In our session, we also shared studies illustrating the effectiveness of accelerated approaches to placement and remediation, including statewide data in Tennessee showing that math completion more than quadrupled - and English completion nearly doubled - after the state replaced stand-alone remedial courses with co-requisite models that enable all students to begin at the college level.

We also featured California community colleges that are working with the California Acceleration Project (CAP) to fundamentally transform remediation in English and math - changing placement policies, redesigning basic skills sequences, and creating local professional development programs that support faculty to teach with high-challenge, high-support pedagogy.

Participants left with tools for assessing their own colleges' placement and remediation practices and catalyzing local change.

For more information, visit the [California Acceleration Project](#) or on Twitter (username: @AccelerationCA).



Session Spotlight: Infusing Metrics with Narrative: Equity Focus Groups

Presenters/Authors: Terrence Willett, Cabrillo College; Natalia Cordoba-Velasquez, Hartnell College; Dr. Darla Cooper, The RP Group

In preparing the Student Equity Plan (SEP), the Cabrillo College Planning Committee felt that quantitative data alone were insufficient for planning, and decided to partner with the RP Group to explore the qualitative world.

First, the committee began with an Equity Summit that placed the college's equity efforts in

the context of Student Support (Re)defined. The RP Group team then conducted a total of seven focus groups that sought to discover the experiences of students in disproportionately impacted groups.

The focus groups included African American, Native American, Hispanic, foster youth, veteran, and disabled student groups. Students reflected on: a) challenges faced, b) personal factors helping them to overcome challenges, c) how college was helping them overcome challenges, and d) advice on how college can better serve students. Five different themes were identified: 1) financial concerns, 2) motivation, 3) student support, 4) academics, and 5) connection with the college. Cabrillo College then reframed student "complaints" into "needs" and implemented changes including:

1. allow student services to promote beneficial programs
2. create the Equity Summer Institute and "Deep Dive" events
3. allow for follow-up appointments with the same counselor to improve consistency
4. promote migrant transportation program
5. expand library hours
6. increase tutoring and math placement preparation workshops

To learn more about this study, contact Dr. Darla Cooper at dcooper@rpgroup.org or [view the presentation](#).

Connect to your peers, resources, and knowledge: join us on social media!

