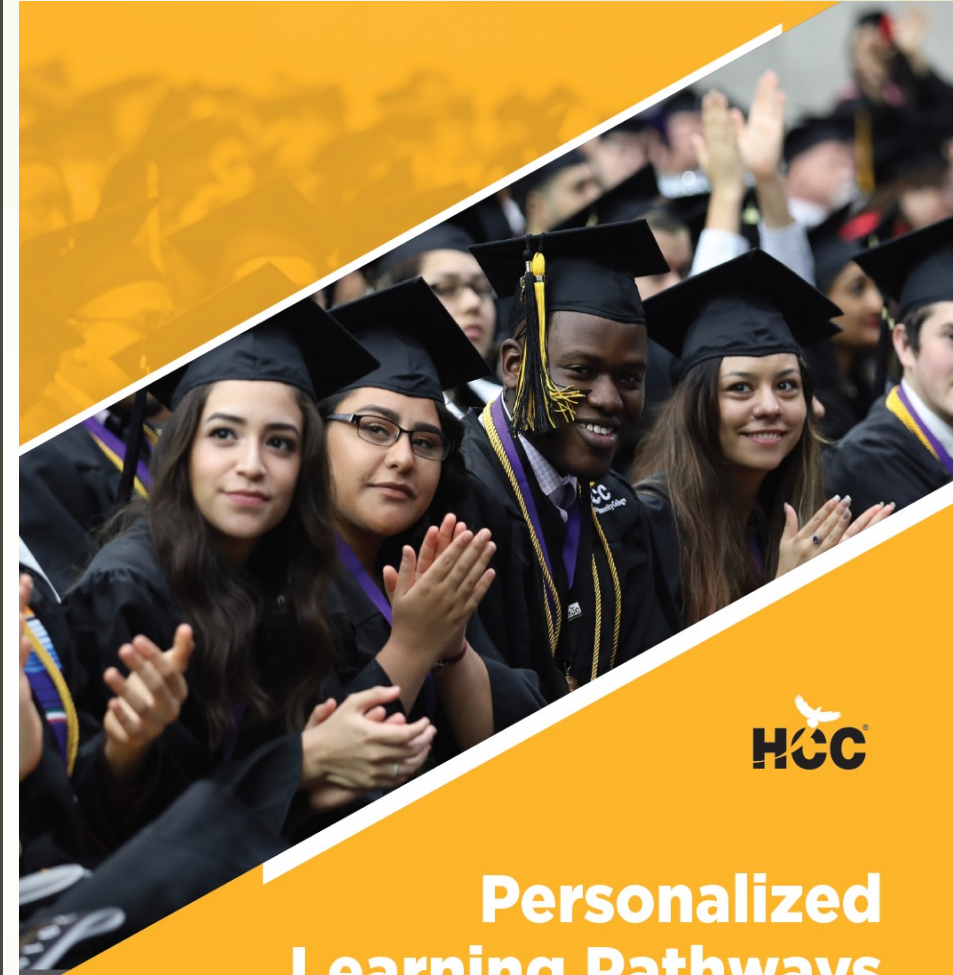




QEP Implementation

February 10-11, 2022

Martha M. Ellis, Ph.D.



Personalized Learning Pathways

HOUSTON COMMUNITY COLLEGE
QUALITY ENHANCEMENT PLAN

September 2021



News Headline

- Write a headline and the first two sentences of the story.
- Remember the press does not care that this is a QEP. What is purpose and what will be the impact?



CUNY project improves credit transfer

When students lose credits during transfer from a community college to a four-year institution, they also lose time and money. The Articulation of Credit Transfer (ACT) project through the City University of New York (CUNY) aims to help students transfer seamlessly from one CUNY institution to another.

Interagency efforts on equity in job training

Various federal agencies are dipping into the workforce development area as the Biden administration looks to build more equitable education and job training pathways toward good-paying jobs. Federal officials from various agencies highlighted their recent...

Community colleges face mounting mental health challenges

From the need for more staff to meet growing counseling demands to lessening the stigma around mental healthcare, community colleges are determined to meet their students' mental health needs.

Level-Set: Most Failures of Innovation are Failures of Implementation

FROM

- Careful, detailed, predictive planning of full project
- Strict adherence to project management plan
- Discrete, technical challenges with few surprises
- Emphasis on technical skills

TO

- Iterative planning in shorter time increments
- Emphasis on adaptive skills (e.g., EQ, communication)
- Co-ownership across many stakeholders in multiple units
- Change is inevitable and necessary to project success

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Examples of adaptive skills required for successful change management:

- Navigating the complex dynamics of deep, institutionalized structures of power & authority
 - Motivating and leading without formal authority to require change
- Maintaining focus and anchoring in purpose through uncertainty and constant change
 - Considering the human dimensions of project management
 - Setting and resetting expectations for what is possible

Shenhar, Project Management Institute, 2012

Anticipating Challenges for Risk Mitigation Strategy

- ▶ Step 1: **Consider your goal** and your general vision of the road there.
- ▶ Step 2: **Imagine an unspecified but unmitigated fail** (you've looked into the crystal ball and you can see that, five years from now, you failed to implement the QEP & crystal ball doesn't tell you why, but it tells you it's a full fail).
- ▶ Step 3: **Generate reasons for the failure.** For 3 minutes, generate a list of all the reasons you can think of to explain the failure.
- ▶ Step 4: **Compare your lists and identify 4 common reasons** across the individual lists, explore what it all tells you about the risks facing the various priority areas.
- ▶ Step 5: Build the results of the exercise into your implementation planning with these risks in mind. **Begin generating solutions**



How to prepare for success by anticipating challenges



Anticipating Challenges

Assume that five years from now, you have failed to achieve the goals of the QEP. Identify on the chart below the likely major causes of that failure. Consider what specifically might happen that could derail the effort. For each cause, delineate specific leadership strategies and actions you will employ to anticipate and avert or address the challenges.

Cause of Failure	Leadership Strategies	Actions to Mitigate Risk

What do we need to know that we do not know now? How will we get that information?



Benchmark Review

Dr. Burrige and Jacki Stirn





4 Areas of Strategic Focus

- 1) Student advising and engagement strategies
- 2) Professional development
- 3) Alignment and integration of data systems
- 4) Implementation of coordinated interventions.

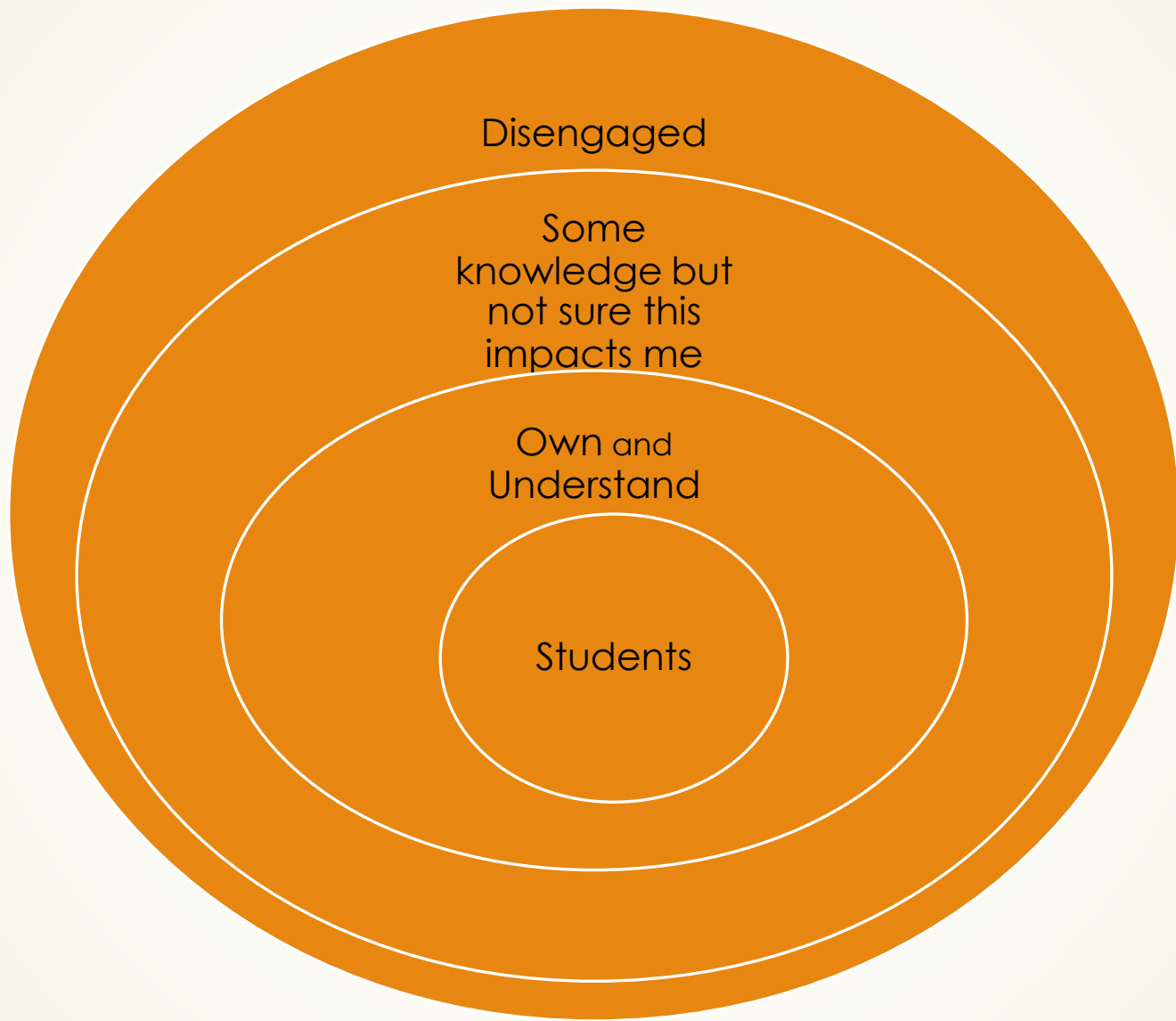


Benchmark Development

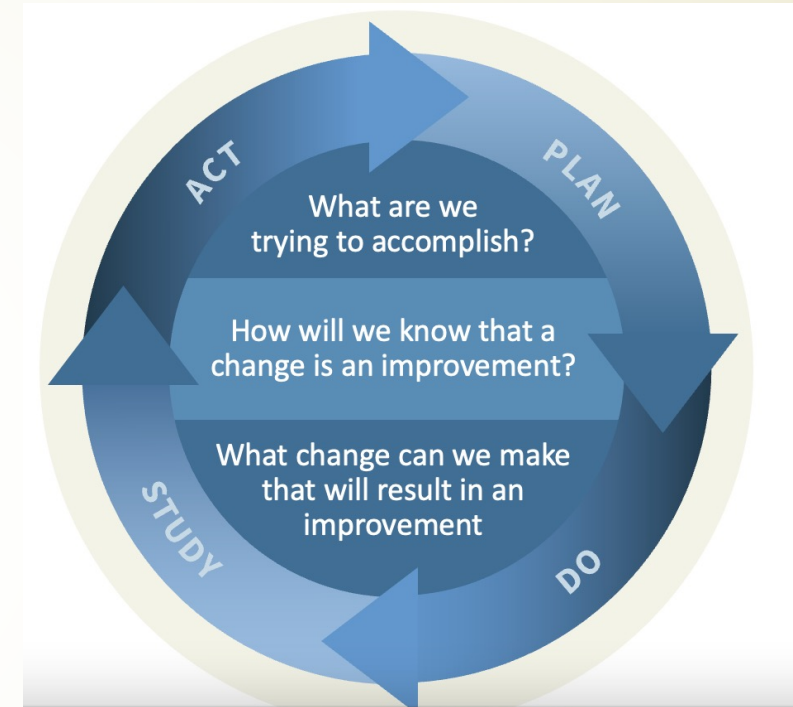
- Choose one of the four and go to a table for that area of focus
- Answer the following questions:
 - What
 - Who
 - When



Stakeholders and Communication



Using Short-Term Action Plan to Accelerate Progress on Complex, Equity- Grounded Change Work



Using Short-Term Action Plans to Accelerate Progress

Why Use an “Improvement” Approach?

- Large, complex problems can (and must) be broken down into **‘bite-sized’** pieces
- Modifying key improvement strategies for guided pathways efforts can **make work doable**, and can **improve the pace & quality** of efforts to lower barriers to student success

Key Elements of an Improvement Cycle

- **Driver Diagram** help teams go deeper faster into real work by providing a structure for conversation about the most important challenges & opportunities
- **Charter** are statements of purpose that describe what will be accomplished in the pre-determined amount of time and how that accomplishment contributes to progress on a longer-term SMART goal
- **Short-Term Action Plan** to turn driver diagrams into action plans provides a structure and light project management ethos to push work forward, keep teams on the same page, provide mutual accountability

Learn Fast, Fail Fast, Improve Quickly

Elements of 90-day Cycles

For 30, 60, and 90 day intervals and evaluated every 30 days



WHAT?

What are your near-term goals?
What are the activities to reach your goals?



WHO?

Who is accountable for each goal and activity?



HOW?


How will you know when you have met your goal?



WHEN?

When will you complete each goal and activity?

Create new cycle every 90 days, with ~2 weeks in between for reflection & reset



From Vision to Action: Driver Diagrams

A good driver diagram...

... forces delineated articulation of key challenges

... serves as the theory of action to guide the creation of an effective 90-day plan.

... helps translate a high-level improvement goal into a logical set of underpinning activities or projects.

... captures the scope of leading challenges in a snapshot.

... can be a powerful formative assessment and continuous improvement tool (if used well).

Communication and Ownership of Personalized Learning Pathways

February 2022

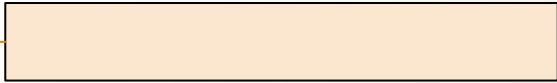
Overall Aim

Improve student success through Personalized Learning Pathways Framework that provides holistic, individualized support for students from student entry through the first 15 credits.

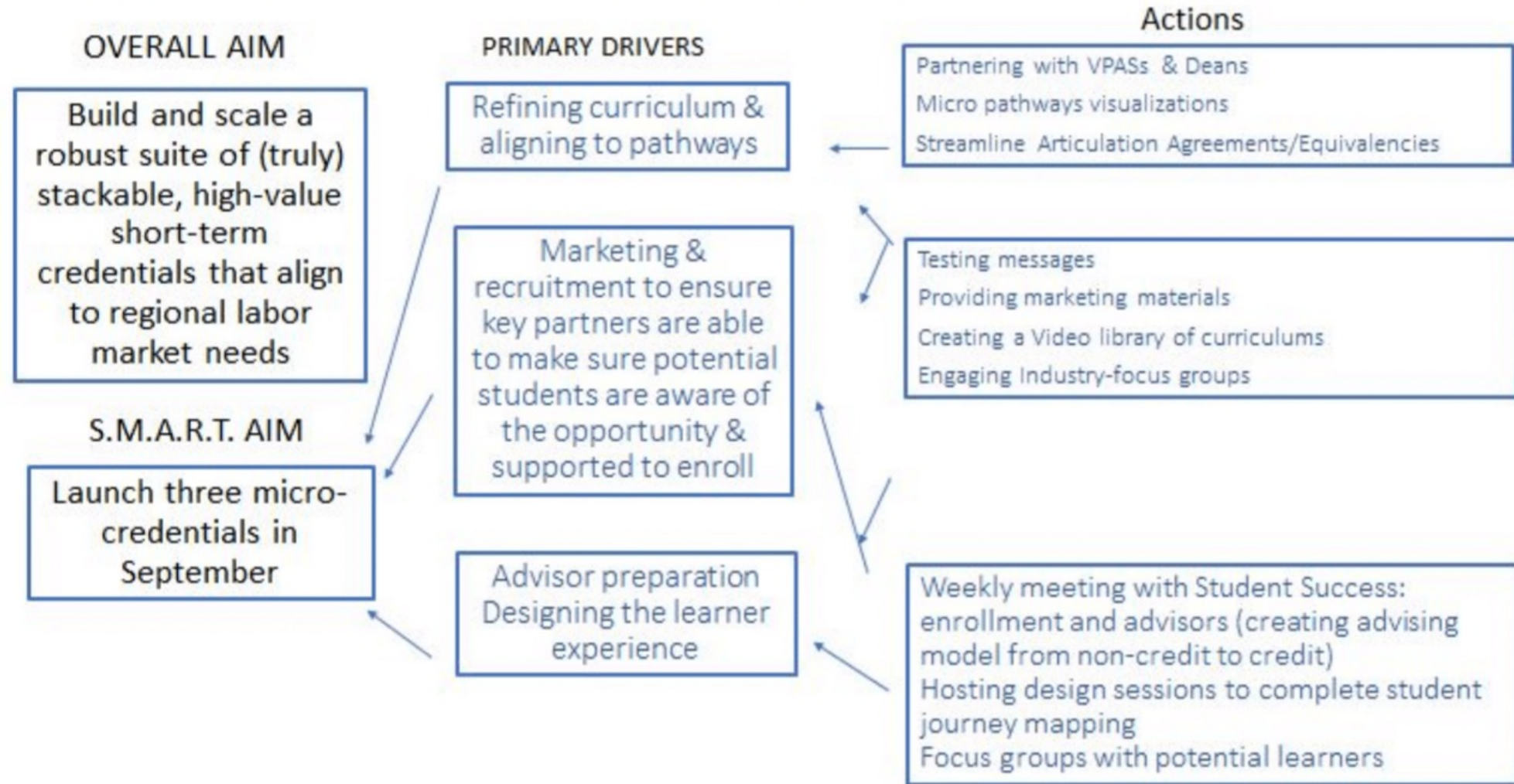
S.M.A.R.T. Aim:


Primary Drivers

Actions/Interventions Ideas



Driver Diagram Discussion Starter for TRUE colleges:
What's Your Focus, What's the Work to Be Done between Now & September?



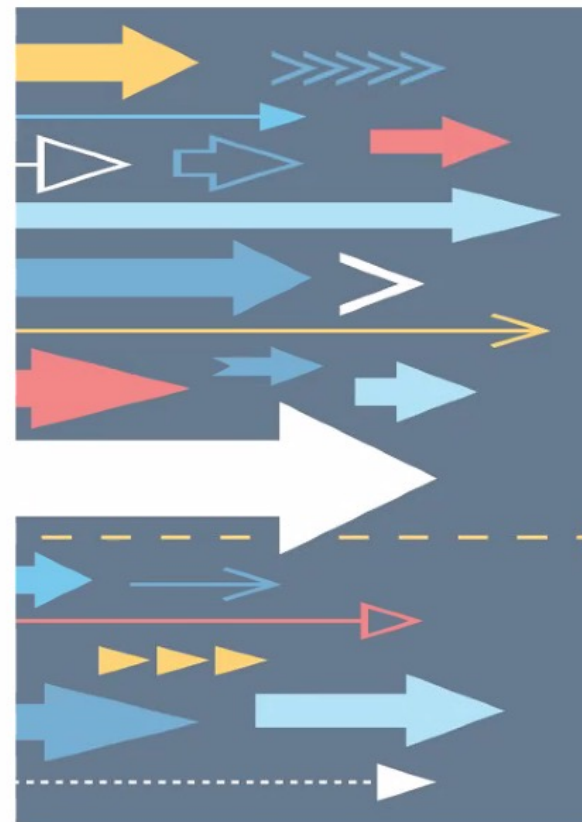


Drafting a “Charter” – What Do You Want to Do?

- ▶ Statement of purpose –what we are going to accomplish in a specified period of time.
- ▶ What are we trying to accomplish? How do we know it matters and connects to long term aim?
- ▶ What can we reasonably accomplish in 6 months? In 3 months?

Finalizing 90-Day Plans: Key Questions that Need Good Answers

- 1) Are you clear about what specifically you want to accomplish in the next three months?
- 2) Are you sure that what you're seeking to do is the most important thing you can be doing to make progress on your priority area?
- 3) Whose input & support from the other priority areas is essential for our progress? (have you captured that in your short-term action plan?)
- 4) Have you taken realistic stock of what is entailed in making progress
- 5) Have you considered the likely barriers and strategies for overcoming them
- 6) What will you need from colleagues on this team? What will you need from senior leaders?



Sova, 2021

90-Day Cycle Action Planning Worksheet

What is our charter for this 90-day cycle? (What are we going to accomplish?)

How will this accelerate progress on our SMART goal? How will we know?

	Activities	Owners	How	Anticipated challenge	Due Date	Status
30						
60						
90						



Student Success and Personas



Connect the dots



**Personalized
Learning Pathways**

HOUSTON COMMUNITY COLLEGE



Strategic
Plan

Student
Success #1

➤ THE GOAL

Achieve student success through equity, access and affordability.

➤ WORKING DEFINITION

To build and sustain the ultimate student experience – a personalized experience that helps students discover and identify a path to achieve their goals ,ensures relevant student learning through interactive and engaging instruction, and provides support along the way – where success is measured by demonstrated readiness for career placement, workforce entry, and/or college transfer.




Diversity and Equity #2

➤ THE GOAL

Ensure diversity and equity in all institutional functions.

➤ WORKING DEFINITION

To foster a culture of inclusion that enhances the communities we serve by embracing the inherent worth of every individual, promoting social justice, and advancing academic excellence.



Personalized Learning #3

➤ THE GOAL

Deliver relevant, responsive and personalized learning experiences.

➤ WORKING DEFINITION

To provide customized instruction and assessments that support student success by understanding the students' unique needs, preferences, concerns, and aspirations. Personalized learning is student-directed, student-paced, and designed for each learner.

HCC Student Success Framework



Student Experience



Institutional Practices

Program Organization/information	Student Onboarding	Ongoing Support	Program-specific Teaching/Learning
<ul style="list-style-type: none"> Program Maps Career Information Areas of Study 	<ul style="list-style-type: none"> Early Career Exploration Academic Planning Holistic Student Supports 	<ul style="list-style-type: none"> Progress Monitoring Intrusive Support based on plan Master Scheduling 	<ul style="list-style-type: none"> Filed specific learning outcomes Active/Experiential Learning

Success Strategies

<ul style="list-style-type: none"> Recruitment Pre-Enrollment Activity Houston Promise P-16 Framework Dual Credit Project Grad Customer Relationship Management Houston Guided Pathways Early College High School Texas Pathways 	<ul style="list-style-type: none"> Prior Learning Assessment Career Advising New Student Orientation Co-Requisite Courses Open Educational Resources Excellence in Academic Advising Early College High School Texas Pathways 	<ul style="list-style-type: none"> Excellence in Academic Advising Ensuring Students are Learning (AACU) Transfer Fairs Gateways to Completion Successful Learning Intervention Program Early Alert Tutoring Supplemental Instruction Experiential Learning Master Scheduling 	<ul style="list-style-type: none"> Texas Pathways Marketable Skills E-Portfolio Transfer Texas Pathways
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Expected Outcomes

<ul style="list-style-type: none"> Enrollment Initial Program Declaration 	<ul style="list-style-type: none"> Major choice Passing college-level math & English Success in introductory and gateway program courses Grade point average 	<ul style="list-style-type: none"> Persistence term-to-term Persistence in major Program course pass rate Program credits earned Grade point average Connecting with employment or transfer institution 	<ul style="list-style-type: none"> Employment Earnings gains Transfer Bachelor's receipt
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Student Success at HCC

Student Success Vision:

To build and sustain the ultimate student experience—a personalized experience that helps students discover where they want to go, identifies a path to achieving their goals, supports them along the way, and ensures relevant student learning through interactive and engaging instruction – where success is measured by demonstrated readiness for career placement and college transfer.

Student Success Goal:

To provide every individual who wants to benefit from being student at HCC equal access to a comprehensive curriculum creatively and passionately taught by the best available faculty, technological training designed to meet the challenges of an increasingly digitized world, support services that fill gaps in skills needed to negotiate the everyday world, career development support to ensure the most productive use of an HCC education, and the opportunity to stay connected to the College for a lifetime of learning.

Expected Outcomes Detail:

The HCC Student Success Framework includes four Guided Pathways student experience stages: Connection, Entry, Progress/Completion, and Advancement, as well as key student behavior metrics that are critical to the assessment of strategies that address these stages. The expected outcomes that are listed under each student stage are provided to give additional detail on the metrics that should be considered as part of assessment activities and exploit opportunities to document how the identified strategies have a positive documented impact on student learning, engagement and success.

Expected Outcomes Detail	Connection	Entry	Progress/ Completion	Advancement
	From interest and application to first enrollment	From enrollment to program selection and entry	From program entry to completion of program requirements	Employment and/or baccalaureate transfer
	<ul style="list-style-type: none"> Percentage of students moving from application to enrollment Percentage of students entering college-ready Percentage of high school students earning college credit Number of students enrolling at HCC 	<ul style="list-style-type: none"> Proportion of students who begin not college ready and achieve college ready status in one year Rates of students who complete college-level courses in 1st year Proportion of students who complete required entry-level gateway math and English in one year 	<ul style="list-style-type: none"> Proportion of students hitting credit thresholds in 1st term (FT=12SCH; PT= 6SCH) Proportion of students hitting credit thresholds in 1 year (FT=30SCH; PT=15 SCH) Proportion of students hitting credit Thresholds in POS in 1st year (FT=30SCH; PT=15SCH) Percentage of students persisting to second year Graduation rate - 150% of normal time Number of completions Percentage of credential-seeking students completing certificates, associate's degrees or transferring within 3 years of first enrollment Excess college credits earned per credential (accumulation beyond number required for credential) Connecting with employment or transfer institution 	<ul style="list-style-type: none"> Percent of graduates found working or enrolled (Benchmark 80%) Improve the Median Quarterly Earning to a minimum of 8,834 (or annual salary of \$35,339) for all employed graduates Close/narrow the disparity (or gap) of the Median Quarterly Earnings for historically underrepresented students, specifically by ethnicity/race and gender. Percentage of graduates that obtain an industry credential of value at the program level Transfer-out rate Transfer with award rate Transfer-out bachelor's completion rate

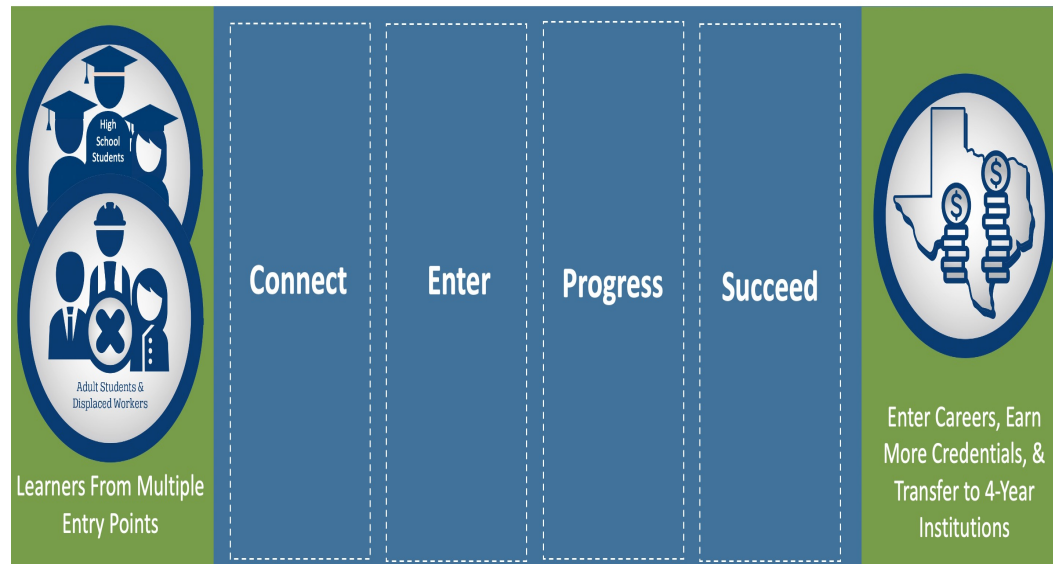
Equity Consideration:
All outcomes are disaggregated by student characteristics to evaluate equity of outcomes is missing



PATHWAYS FRAMEWORK

Systemic whole-college reform helping students reach their goals

Student Success Framework



Connection: From interest and application to first enrollment

Entry: From enrollment to program selection and entry

Progress/Completion: From program entry to completion of program requirements

Advancement: Employment and/or baccalaureate transfer

Improve student success through Personalized Learning Pathways Framework that provides holistic, individualized support for students from student entry through the first 15 credits.

Goal 2: Create cross-functional team to develop cross-functional process for providing a personalized learning experience as a part of student onboarding





Who are
we
designing
for?

- Persona 1: A new parent traveling with kids for first time
- Persona 2: An anxious person traveling through turbulent weather
- Persona 3: A young person traveling outside the US for the first time
- Persona 4: An unaccompanied child traveling alone for the first time
- Persona 5: A seasoned traveler who loves to fly



Who are
we
designing
for?

➤ Persona 1: A new parent traveling with kids for first time
A student with children coming to college for first time

➤ Persona 2: An anxious person traveling through turbulent weather
An adult student coming to college

Persona 3: A young person traveling outside the U.S. for the first time
An International student

➤ Persona 4: An unaccompanied child traveling alone for the first time
A first-generation college student

➤ Persona 5: A seasoned traveler who loves to fly
An academically successful high school student who is majoring in engineering.

Personas

PERSONA 9

BETWEEN AND BECOMING

AGE: 17
PROGRAM: Undecided

GOAL
Get a head start on my future

SUCCESS LOOKS LIKE

- Attending a 4-year college one day
- Time and money saved through dual credit

PAINPOINTS

- Time management skills and issues prioritizing work
- Confidence in abilities, compounded by fear of the unknown
- Single parent household dynamics
- Financial stress

Readiness Composite Factors

SELF EFFICACY // Personal motivation to pursue journey

GATEWAY SKILLS // Readiness to start the journey

RESOURCES // Access to help to be successful on journey

HEALTH // Basic needs are being met

Persona Shape

HCC PERSONAS
Personas will enable the College to better understand and serve its students by looking at them from their perspective, by understanding their stories, by no longer assigning them to arbitrary categories that say almost nothing about them as individuals.

PERSONA 2

CERTIFIED TO SUCCEED

AGE: 36
PROGRAM: Construction Management Technology, Certificate Level 1

GOAL
Better support their family financially

SUCCESS LOOKS LIKE

- Gaining more valuable skills
- Job placement at a higher leadership level

PAINPOINTS

- Completing quickly
- Program cost

Readiness Composite Factors

SELF EFFICACY // Personal motivation to pursue journey

GATEWAY SKILLS // Readiness to start the journey

RESOURCES // Access to help to be successful on journey

HEALTH // Basic needs are being met

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PERSONA 6

BIG DREAM LACKS STEAM

AGE: 19
PROGRAM: Associate in Science, Biology

GOAL
Realize a longstanding position, despite a skill mismatch

SUCCESS LOOKS LIKE

- Good quality of life
- A career that makes a difference

PAINPOINTS

- Limited reading and math skills-potential learning disability
- Frustration leading to low confidence
- Losing faith in ability to reach goals

Readiness Composite Factors

SELF EFFICACY // Personal motivation to pursue journey

GATEWAY SKILLS // Readiness to start the journey

RESOURCES // Access to help to be successful on journey

HEALTH // Basic needs are being met

Persona Shape

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