# Student Success Institute – Session Descriptions

October 10, 2018  
Seattle Airport Marriott

## Plenary Speaker – 8:45 – 9:30 a.m.

**Joe Lott, Jr.**

Joe Lott, Jr. is an Associate Professor at the University of Washington, check out his works on their Faculty webpage, you’ll find a wonderful EDUTALKS video on “Why Should We Care About Young Men of Color?”

[Recent speaking engagement highlight](#)

Brotherhood Initiative

## Morning Sessions – 9:45 – 11:15 a.m.

<table>
<thead>
<tr>
<th>Emotional Intelligence, Self-efficacy &amp; Growth Mindset</th>
<th>Session Description:</th>
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<tbody>
<tr>
<td><strong>Requires 6 activity pages printed to work from (see website)</strong></td>
<td>Have you ever wished you could change your student’s or colleague’s attitudes toward more positive engagement in their work? YOU CAN! The secret is appreciating that all of us, as leaders within our classrooms and professional areas have a profound impact upon the emotional state of the people we engage with each day. In this interactive and fun presentation we will explore ways we as faculty and professional colleagues can increase the chances of student success, professional growth, and collaboration by improving attitudes toward work, relationships, and learning. We will discover ways we can encourage a mindset that leads to a stronger sense of self-efficacy and a more persistent effort among our students and our colleagues, as well as within our academic and professional community.</td>
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**Session Outcomes:**

By the end of this session, participants will be able to more effectively communicate and build relationships that empower others to be at their very best.

**Objectives related to the Outcome:**

1. Practice affective communication skills that empower a person in order to maximize their learning, sense of efficacy, and growth.
2. Practice igniting the brain’s reward pathway while minimizing the stress response by developing positive, supportive relationships.
3. Practice incorporating awareness of the growth mindset into your learning culture in order to positively influence persistence and performance.
| Guided Pathways Dashboard DataLab | **Session Description:**
In this hands-on workshop, learn how to use the GP dashboard to answer your guided pathways research questions. **Laptop required**

**Session Outcomes:**
By the end of this session, participants will be able to use the guided pathways dashboard to review the policy context and underlying goals for improving completion and closing equity gaps.

**Objectives related to the Outcome:**
1. Identify the most critical data elements and learn how to disaggregate, filter, and hover in order to manipulate the dashboard and answer key questions for your college and system as a whole.
2. Provide feedback about how best to further disseminate and increase use of the dashboard at your college.

| Strategies and Resources for Implementing and Improving Effective Math Pathways | **Session Description:**
While institutions in Washington already offer several college-level course options for students, the implementation of effective math pathways requires careful analysis of numerous factors: the structures for placement, the transition from pre-college to college-level coursework, acceleration (including co-requisite supports), and articulation. It is also necessary to promote effective engagement within and across many groups of various stakeholders on campus, including the mathematics department, partner disciplines, advising, student support services, institutional researchers, and administration. This interactive session will provide frameworks for fostering effective engagement and ways to analyze and make local decisions regarding effective math pathways within the larger Guided Pathways initiative.

**Session Outcomes:**
By the end of this session, participants will be able to identify key design principles of effective mathematics pathways and resources available to support planning and implementation.

**Objectives related to the Outcome:**
1. Explore methods of effective engagement within the math department
2. Explore methods of effective engagement with partner disciplines
3. Discuss questions and data needed to create effective co-requisite or acceleration structures |

**Laptop is required**

Presenter(s): Darby Kaikkonen, Sarah Delaney and Tom Mankovich; SBCTC

Presenter(s): Joan Zoellner and Rebecca Hartzler; Dana Center
### Getting on the path: Equity, access and shaping the college going culture.

**Presenter(s):** Nick Velluzzi, Angelica Can and John Hibbits of WWCC, Marcela Lopez and Olga Teran of ASU, Rob Clarke and Mindi Vaughn of Milton-Freewater School District

**Session Description:**

This session describes a successful program for helping Hispano/Latino students and their families understand the culture of higher education and prepare them for success in college. For over a decade, Arizona State University developed and operated the American Dream Academy for the purpose. After a description of the American Dream Academy, participants will learn about a recent initiative at Walla Walla Community College that adapts key elements of ASU’s program to fit local needs. Participants will hear from public school partners and a parent participant who completed the program. The question and answer session will provide examples of how to recruit families and school districts into the program, identify and train instructors, and spread awareness of the importance of sharing college going culture and readiness strategies with the local community.

**Session Outcomes:**

By the end of this session, participants will be able to describe the importance of family engagement as a strategic tactic to prepare Hispano/Latino students for college; identify opportunities in their own communities for college partnerships with school districts or other relevant agencies; and develop and operationalize internal inclusion strategies that can also have external effects.

**Objectives related to the Outcome:**

1. Understand strategic partnerships as networks and resources
2. Explore Leadership as inclusion and organizational development
3. Equity and access as key guided pathways supply architecture

### Assignments Matter! Engaging Your Faculty as a Collective Noun in Design Principle Four

**Angela Rasmussen, Spokane Community College**

**Session Description:**

So you’ve read Redesigning (Davis, Jenkins, Jaggers) and you know meaningfully engaging faculty members is vital to your Guided Pathways Redesign. You have some valuable (and extremely overworked) faculty leaders who have taken on various heavy lifts, such as designing metamajors and creating program maps. Your next step is to involve the majority of your on-the-ground faculty practitioners, ideally in ways that are immediately equity-producing for students. Whether you are a President, VP, dean, or a faculty member, if you are looking for an approach that ensures all students have access to equitable learning opportunities while empowering your faculty to make small shifts that have a big impact, this session showcasing TILT Higher Ed makes the argument that the best collective focus for your faculty is on assignment design as an equity and retention strategy. You will leave with options for next steps via a statewide project: 2,1,1 TILT.

**Session Outcomes:**

By the end of this session, participants will be able to explain why assignment design matters to a Guided Pathways redesign in terms of engaging faculty in ensuring all students have access to equitable learning outcomes.
Objectives related to the Outcome:

1. Identify three small tweaks faculty members can make to artifacts of their classroom practice (i.e. assignments, in-class activities, labs, and even tests or syllabi) that potentially have enormous impact on quantitative success measures such as completions, retentions, and closing equity gaps.

2. Explain why assignment design is so important to qualitative indicators of student success (Sense of Belonging; Sense of Academic Confidence; Sense of Gaining Employer-Valued Skills; Sense of Perceived Transparency).

3. Recognize why assignment design, when viewed as an equity strategy, can help faculty shift their mindsets away from deficit and towards equity while simultaneously employing an easy-to-implement research-based best practice.

Afternoon Sessions – 1:10 – 2:30 p.m.

**Compelling Communication**

*Requires 3 activity pages printed to work from (see website)*

Presenter(s): Professor David R. Katz III; Mohawk Valley Community College

**Session Description:**

Whether in a classroom, team room, meeting room or boardroom, we all have a desire to maximize the effectiveness of our communication. We all want the information we present to be memorable, meaningful and inspiring to our audience. I will share principles which align with the current findings from brain research as it relates to learning, best practices in pedagogy, and performance art! This presentation will be a fun, highly interactive, and multidimensional learning experience that will model the elements that make for compelling communication that moves the listener, and motivates them to action, reflection and positive development. These tools are available to us all and will help give you the confidence to become your truly engaging and unique self when you are speaking to groups small and large!

**Session Outcomes:**

By the end of this session, participants will be able to more effectively connect with and engage an audience.

**Objectives related to the Outcome:**

1. Be able to recognize and practice eliminating the most common barriers to connecting with an audience.

2. Be able to recognize and practice the skills that emotionally engage an audience using insights from neuroscience.

3. Be able to understand and practice incorporating a multidimensional experience into presentations to maximize audience retention.
| Change Leadership: Designing and Implementing Pathways | Session Description:  
Kathleen will share her experience leading Completion by Design and other change initiatives at Sinclair Community College, which have resulted in a 76% increase in credentials awarded in the past five years. Spanning every division on campus, the college underwent massive changes to its culture, structures, and ways of operating.  

Session Outcomes:  
By the end of this session, participants will be able to identify key steps in effective change management and consider promising practices which move the needle on student completion.  

Objectives related to the Outcome:  
1. To identify key elements of effective change management.  
2. To articulate levers and potential barriers to lasting change on individual campuses  
3. To use data for case-making and measuring effectiveness of pathways reform. |
| The Why of Mathematics Pathways Design | Session Description:  
While Washington State has made great progress in designing and implementing Mathematics Pathways, there are still many opportunities to improve the student experience. Mathematics Pathways are designed to solve the problems of high failure rates and low throughput in long sequences of mathematics courses, particularly those created to serve students who are identified as not being ready for college-level mathematics. High quality mathematics pathways teach appropriate mathematical concepts aligned with students' fields of study and provide support to accelerate students through their gateway mathematics courses within one or two terms. This 90 minute session will present data demonstrating the success of these structural changes (including co-requisite structures) and provide the opportunity for participants to consider what information and data they might need to effectively advocate with faculty and staff for restructuring &/or refining mathematics pathways at their institution.  

Session Outcomes:  
By the end of this session, participants will be able to articulate the key structures of successful mathematics pathways and understand the data and information needed to align external recommendations to their home institution.  

Objectives related to the Outcome:  
1. Articulate the general case for mathematics pathways.  
2. Crosswalk the why of mathematics pathways with the current mathematical sequences of their home institution. |
3. Create action steps to make informed decisions in restructuring &/or refining mathematics pathways at their home institutions.

| Integrating Student Voices – how one college listened to and integrated students into the redesign process | **Session Description:**
Listening directly to the voices of community college students is vital to the work that is at the heart of community colleges. Therefore, meaningful qualitative data is needed to bridge the gap between the statistical data on student retention and completion, and the creation college wide initiatives. This session, we will lead a discussion on how to incorporate formalized student voice research and institutional data to inform the creation of college wide initiatives for student success.

**Session Outcomes:**
By the end of this session, participants will be able to understand the steps on how to integrate student voice and institutional data in redesign work.

**Objectives related to the Outcome:**
1. How to formalize research on student voices - moving beyond anecdotes.
2. Using student voice data to inform the pathways design.
3. Using institutional data and communication strategies to inform the guided pathways redesign and shape the student experience.

| Development of Career Communities at Sinclair Community College | **Description coming soon**

April Carpenter, Department Chair, Sinclair Community College