

Evidence-Based Coaching for Change in the Student Success Center Network

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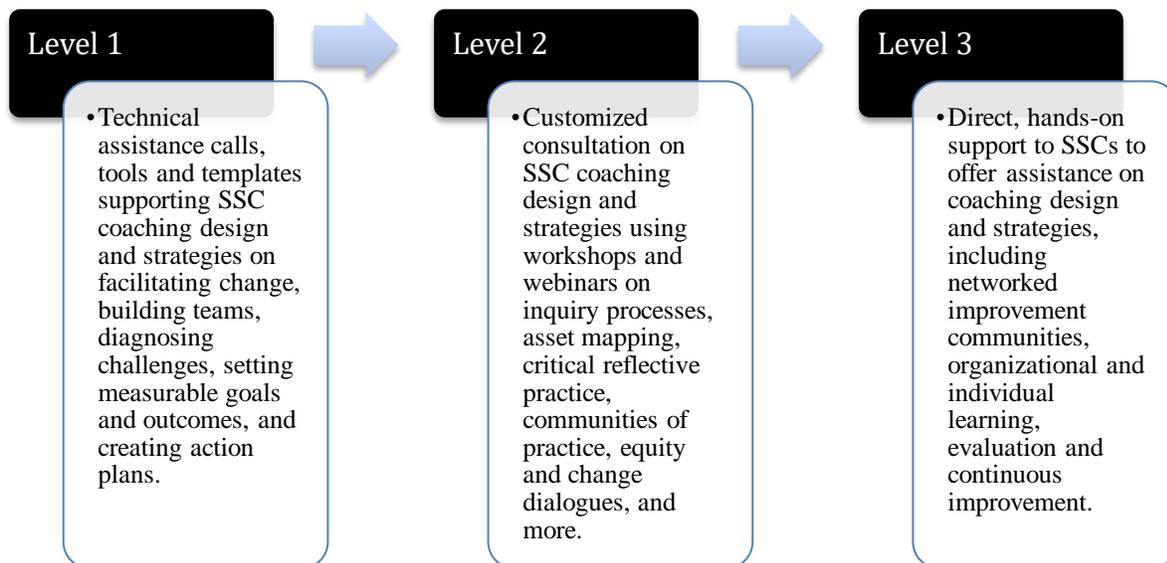
Community and technical colleges across the United States are changing, with efforts to improve student success being the focus of countless reforms. To make a difference, the colleges are improving college preparatory programs, student services, learning outcomes assessment, and much more. What is meant by student success often seems more aspirational than actual, but what we mean is measurable change that closes gaps between the outcomes of racial/ethnic minority, low-income, and first-generation students and majority students, recognizing that student success is not possible if policies and practices continue to fall short of meeting the needs of underserved students.

The purpose of this brief is to:

- 1) Describe the **Evidence-based Coaching for Change** initiative led by the Community College Research Initiatives (CCRI) at the University of Washington Seattle.¹
- 2) Provide theories, perspectives and insights into evidence-based coaching for community and technical colleges² to implement, continuously improve, and sustain coaching that focuses on improving performance and results in more equitable outcomes for students.

Evidence-based Coaching for Change Initiative

The goal of the CCRI project is to support Student Success Centers (SSCs) that are implementing a coaching pilot to increase student success in the community colleges in their states. CCRI's Evidence-based Coaching for Change Initiative provides consultation to SSCs on coaching design and strategies, extending from basic coaching processes to advanced coaching designs. The three levels of service that CCRI is providing to the 10 SSCs are described in the figure below.



¹ Community College Research Initiatives (CCRI) at the University of Washington-Seattle is a partner to the Student Success Center (SSC) Network led by Jobs for the Future (JFF) with funding from the Bill & Melinda Gates Foundation and other philanthropic organizations.

² For sake of brevity, we abbreviate community and technical college to community college in this brief.

What Does It Take to Change?

As many community and technical colleges know because of their prior experience implementing reforms, change can be hard. It requires vision, dedicated know-how, commitment to addressing problems, and perseverance over the long haul. Recognizing that change is needed is a necessary first step, but where to begin? A useful starting point is to take a hard look at a community college's current status (academics, fiscal status, partners, etc.) to understand what is working well and what is not. Developing a deep understanding of how a college is executing its overall mission and addressing the educational needs of its students, communities, and broader constituencies requires critical reflection and strategic assessment, which lays the foundation for change.

A form of critical reflection is self-assessment that involves using quantitative and qualitative data to document what is happening presently – successes and failures -- in order to develop a shared understanding of what should be done next. The *Guided Pathways Scale of Adoption* instrument is a form of self-assessment that community colleges can use to establish a foundation for future planning and implementation of guided pathways (Bailey, Jaggars, & Jenkins, 2015). Also, an expanded set of online self-assessments being developed by the Bill & Melinda Gates Foundation will be available soon to enable community colleges to assess various aspects of the pathways reform. We see this critical self-reflection activity as the **WHY** part of the change work. It is about starting the change process by gaining a deep understanding of assets and gaps to make good decisions about what to change in the future.

Michael Fullan, one of the best-known experts on educational change in the world, points out that knowing change is needed is not the same as knowing **WHAT** to change. Until the objective of change is clearly defined, it is impossible to solve the problems that lead to ineffective and inequitable student outcomes and organizational performance. In fact, the more that solutions are decontextualized and formulaic (Step 1, 2, 3...), the less likely they will be implemented and sustained. Fullan (2011) argues that it is not the exhortation of a crisis that persuades individuals to reform, but rather firsthand experience working alongside colleagues and partners, using evidence to inform decision-making, that stimulates commitment to change. By taking this “learning by doing” approach, educators work together to figure out what to change, and they also often have meaningful and rewarding experiences that enhance their own sense of professional purpose and well-being.

Finally, understanding why and what to change is not the same as understanding **HOW** to change. Unfortunately, change leadership can be undervalued and undermine the potential impact of transformative change efforts such as those associated with the SSCs. Assuming that one knows what to change, which is itself a complex endeavor, it is another major task to know how to make change happen. Drawing on many years of research on educational change, Fullan (2011) articulates the challenge of engaging educators and sustaining their commitment to change. He writes,

It is not inspiring visions, moral exhortation, or mounds of irrefutable evidence that convince people to change, it is the actual experience of being more effective that spurs them to repeat and build on the behavior... [C]hange is only a mirage unless people actually experience the reality of improvement. (p. 52)

It is this critical combination of **WHY**, **WHAT** and **HOW** that guides the CCRI's Evidence-based Coaching for Change initiative, in partnership with JFF and the SSCs. CCRI's goal is to provide consultation that is research-based, principle-guided, and equity-focused to assist the SSCs, and the community colleges within their states, to design and implement coaching for change. These efforts include assisting the SSCs to use critical self-reflection and other facilitative processes to support change leadership for the purpose of enabling large- and small-scale improvements. The next section shares some ways to think about coaching to bring about lasting change.

What is Evidence-based Coaching for Change?

Evidence-based coaching for change refers to coaching that is based on rigorously conducted research relevant to the community college settings where it is being applied, and meaningful to establishing the **WHY, WHAT** and **HOW** of change. Rigorous research refers to measuring the implementation and impact of reform strategies (or solutions) using quantitative and qualitative research that meets high standards such as those reported in research included in the *What Works Clearinghouse* (see: <https://ies.ed.gov/ncee/wwc/>). Unfortunately, rigorous research on interventions in community colleges is very limited, often leaving practitioners to make judgments about what to do in their own settings without research evidence. This gap between research and practice means practitioners have to translate whatever research is available, along with their own accumulated learning from experience, into change strategies for their own settings. These efforts require thinking critically about whether and how reforms from another setting or another time make sense to introduce into a college now. This is one of the first and most important ways that coaches can assist community colleges to improve.

Engaging coaches who have developed expertise as well as lived experience in other community college settings, including by leading or experiencing change themselves, can be helpful to promoting change within a college. Having observed and experienced change in multiple settings gives coaches knowledge and perspective that helps them translate what they know into change strategies in new settings. However, a cautionary note is needed. Just because someone understands how change is working in their own college does not mean that their knowledge will translate to other colleges. Context matters a lot! Gaining deep knowledge about the ways community colleges change within their specific settings is important to changing other colleges, but it is not a prescription for change. As reforms continue to mature, it is important to learn collectively from implementation across settings, wherein coaches work with practitioners in a strategic fashion to try-out, evaluate, adapt, sustain, and scale transformative change.

Looking at the reform known as “guided pathways”, a number of coaching strategies and approaches are evolving that draw upon the expertise and experience of coaches involved in the American Association of Community Colleges (AACC) Pathways project, Achieving the Dream (ATD) coaching, and other initiatives. What this means is that, whereas the guided pathways model is relatively new to the country, some community colleges have been involved in guided pathways reforms before, especially when we take into account how long “pathways” reforms have been implemented in various academic career-technical education, STEM, and workforce arenas. Indeed, many aspects of the guided pathways model are not new to colleges, but what may be new is the comprehensive approach that combines so many reform strategies, such as combining developmental education reforms with curriculum program mapping, wrap-around services, outcomes assessment, and so forth. For this reason, prior experience with reforms in areas such as learning outcomes, student advising, first-year experience, contextualized curriculum and instruction, culturally-responsive pedagogies, and stakeholder and partnership engagement can be very helpful. Coaches who have experience with why, what, and how to change pertaining to these critical functions may be very helpful to other community colleges that are embarking on change initiatives.

Theory of Change for Evidence-based Coaching

A challenge for SSCs that are engaged in designing evidence-based coaching for change is to think expansively about the entire change process, including the why, what, and how of change. Going deep into one area, such as advising, may produce useful results, but may miss opportunities to change in other critical areas. The breadth of change that some colleges are considering is daunting, and yet may be necessary to improve student success. Engaging in comprehensive reform is very complex, and it may be unrealistic to think that a single coach can possess all of the knowledge and competencies that a college needs to bring about change. Knowing when to reach out to secure expertise that matches problems is important for both coaches and colleges to maximize the potential impact of change.

Also, understanding how colleges behave and operate as organizations that represent a collection of people, practices, and perspectives is critical to creating effective coaching designs, including knowing how decisions to change are made, how processes are carried out to implement change, and what evidence is collected to measure change. Knowing how change happens in community colleges can contribute to the success of change initiatives, which is important for SSCs to take into account in designing their coaching efforts.

To address this concern, we offer a straightforward theory of change on evidence-based coaching, knowing the complexity of execution is inevitable. Our theory of change suggests that evidence-based coaching relies on the expertise of experienced practitioners, researchers, and other experts who act as coaches to guide community colleges in helping them transform policies, practices and processes to achieve more equitable student outcomes. Coaches who are best positioned to fulfill this theory of change are those who are comfortable moving back and forth between data, theory, and practice to help colleges try out change that leads them to make informed decisions about why, what and how to change. Often a multi-theory approach is needed to address the unique assets and challenges of colleges (Kezar, 2014), implying that coaches need to blend their understanding of evidence-based reforms with how colleges change to reach their goal of enabling more students to achieve desired learning outcomes.

The theory of evidence-based coaching for change posits that coaches who possess expertise and experience in **WHY**, **WHAT**, and **HOW** to change can help guide community colleges in implementing and sustaining transformative policies and practices that lead to more equitable student outcomes and improved organizational performance.

Seeing coaching as part of a transformative process that requires individual and organizational learning is useful for community colleges and coaches. Coaches who see themselves as teachers, facilitators, and guides to assist community college practitioners to see themselves as change leaders (or change agents) is important to promoting and sustaining improvements. It is also important to engage stakeholders from outside higher education, including employers from private and public sectors; community groups who represent citizens of the region, including marginalized populations; and other entities who bring the full spectrum of perspectives to bear on the college’s change initiative in the change process from an early stage. By intentionally soliciting a diversity of perspectives, colleges and their coaches can form coalitions who advocate for change now and in the future.



Theories and Perspectives on the WHY, WHAT, and HOW of Change

Numerous theories and perspectives can be used to help design coaching strategies that provide insights into **WHY, WHAT and HOW** to change. Tables 1, 2 and 3 present a modest selection of concepts that may be useful to coaching designs and strategies employed by the SSCs and their community colleges as they strive to promote student success.

The first set of theories and perspectives are useful in thinking about **WHY** to change. They help gather information and put into perspective the reasons change is needed and where change efforts should be targeted. Processes that are well aligned to coaching about why to change are also provided in Table 1.

Table 1. Theories and Perspectives Related to WHY Change

WHY CHANGE
<p>Adult Learning Theories</p> <p>Adults learn best when they understand “What’s In It For Me”, meaning they can situate new information in their existing knowledge and experience to see new and practical applications. Adult learning theories can help coaches and community colleges see change through the eyes of college employees, who are adult learners, by emphasizing: 1) self-concept, 2) breadth and depth of past learning, 3) readiness for new learning, 4) learning that is grounded in practical reasons, and 5) internal motivation (see, for example, Kegan & Lahey, 2009; and Merriam, 2013).</p>
<p>Mental Models</p> <p>Mental models are structures in our minds that help us organize our knowledge, beliefs and values. Mental models represent asset and deficit frames that influence how we rationalize what is happening around us, and how we attribute cause and effect, including attributions that relate to equity, diversity, and inclusion. Senge’s book, <i>Ladder of Inference</i>, depicts how personal beliefs influence what we think and also offers a way to deconstruct mental models by consciously working through the ladder of inference in reverse, from the bottom up (Gerasimova, 2017; Senge, 1999). Benford and Snow (2000); Hand, Penuel, and Gutiérrez (2013); and others recommend using frames to move toward equity-minded change (addressed below in Table 2).</p>
<p>Change Management Theories</p> <p>This group of theories focuses on motivating employees to want to change and instructing them on how to participate in change. Kotter (2012) offers a theory of change management based on how businesses engage in change. His 8-step process begins by emphasizing a “sense of urgency”, which pinpoints how organizational leaders motivate others through the use of “a bold, aspirational opportunity statement”. Other steps are building a coalition, forming a strategic vision, enlisting a volunteer army, enabling action by removing barriers, generating short-term wins, sustaining acceleration, and instituting change (see: https://www.kotterinc.com/8-steps-process-for-leading-change/)</p>
<p>Examples of Processes Pertaining to WHY CHANGE for Coaches and Colleges</p> <ul style="list-style-type: none"> • Organizational and individual change readiness surveys • <i>Scale of Adoption of Guided Pathways</i> process • Senge’s <i>Ladder of Inference</i> • Team building • Goal setting • Action planning • Strategic planning • Formative and developmental evaluation

A second set of theories and perspectives is useful to thinking about **WHAT** to change. These theories provide insights into defining problems and engaging in the complex work associated with change initiatives, including engaging stakeholders and understanding the underlying reasons for inequitable outcomes. Processes that are well aligned to coaching about what to change are also provided in Table 2.

Table 2. Theories and Perspectives Related to WHAT to Change

WHAT TO CHANGE
<p>Design Thinking</p> <p>Design thinking focuses on the engagement of stakeholders to help develop a multi-faceted approach to change from start to finish (though the theory recognizes that change never ends). Design thinking can help colleges focus on what is most important to change from the perspective of diverse constituents, including students. It can also help to address barriers to change through the use of intentional processes, tools and templates. The Education Design Lab provides resources that may be useful to coaches and colleges, including <i>Ah Ha!</i>, <i>Reflect!</i>, and <i>Take Action!</i> (see: http://eddesignlab.org/our-design-process/)</p>
<p>Adaptive Change Leadership</p> <p>This leadership theory distinguishes adaptive problems (culture, values and norms) from technical problems (processes and procedures) (Heifetz, Grashow, & Linsky, 2009). By identifying the root causes of problems and classifying them as adaptive or technical, coaches and colleges can better understand why problems exist and identify relevant solutions. Recognizing that technical solutions are not effective at changing the cultural norms that perpetuate individual and organizational behavior can contribute to the development of positive, impactful solutions.</p>
<p>Equity-Minded Change Leadership</p> <p>This leadership theory combines the notion of equity-mindedness, which focuses on thinking and knowing about how systems, policies, cultural norms, and everyday practices that appear to be race-neutral may negatively impact certain individuals and groups (Bensimon, Rueda, Dowd, & Harris III, 2007; Dowd & Bensimon, 2014), with change leadership theory, such as adaptive change leadership. Equity-minded change leadership empowers individuals and organizations to proactively address inequitable patterns of organizational behavior that disadvantage students of color and other underserved students. See Bragg & McCambly (2018) and http://ccri.uw.edu/equitybrief/</p>
<p>Examples of Processes Pertaining to WHAT TO CHANGE for Coaches and Colleges</p> <ul style="list-style-type: none"> • Data disaggregation by student sub-groups • Institutional equity audits • Deficit and asset framing exercises • Racial-equity dialogues • Asset mapping • Reflective practice and critical reflective practice • Communities of practice

A third set of theories and perspectives is useful to thinking about **HOW** to change. While it may seem counterintuitive, what is missing from many improvement initiatives is a concerted focus on how to change. A well-intentioned desire to change does not translate into improved performance without

serious deliberation and execution of the actual change process. Various theories and perspectives provide insights into how organizations change, including the processes that need to be employed to bring about change that is relevant and lasting, but these processes need to be operationalized, monitored, and evaluated to determine their impact. Processes that focus on the how of change are perfect match for evidence-based coaching for change employed by SSCs (see Table 3).

Table 3. Theories and Perspectives Related to HOW to Change

HOW TO CHANGE
<p>Education/College Change Theories</p> <p>Theories on how educational organizations (colleges, universities, K-12 schools) change can help coaches and community colleges understand what change looks like and how it happens in the context of education. Tested theories on educational institutions and systems are useful for explaining factors that contribute to the complexity of change in various educational contexts. Kezar (2014) and Fullan (2011) are two educational researchers who do extensive research on how change happens in colleges and schools, and their work offers useful lessons for coaches and colleges.</p>
<p>Improvement Science</p> <p>Improvement science involves the utilization of quality improvement and process improvement theories and methods continuous, including the Plan-Do-Study-Act (PDSA) learning cycle (Deming, 2000). Improvement science also helps identify what works to address a particular problem, understand who the problem affects as well as who is best positioned to solve it, and determine conditions that must be understood to solve the problem (Bryk, Gomez & Grunow, 2010). <i>The Improvement Guide</i> (Langley et al., 2014) offers an extensive set of tools and processes supporting improvement science.</p>
<p>Implementation Science</p> <p>Implementation science integrates evidence-based improvements into day-to-day organizational operations. Originating in the field of health care/medicine and grounded in systems theory, social learning theory, and behaviorism, this multidisciplinary science is evolving to include education. So far, K-12 education has applied improvement science more than higher education but continues to evolve at the postsecondary level (Forman, et al., 2013). Metz and Barkley (2012) recommend four processes be employed: 1) choose innovations with well laid out measures and outcomes, 2) select a science-based change management framework, 3) establish expert teams who maintain accountability throughout the change process, and 4) "institute continuous improvement processes and data feedback loops between policy and practice" (p. 17). In this recommended approach, implementation science integrates improvement science as well.</p>
<p>Examples of Processes Pertaining to HOW TO CHANGE for Coaches and Colleges</p> <ul style="list-style-type: none"> • Continuous process improvement strategies • Practitioner action research and inquiry methods • Networked improvement communities • Collaborative problem-solving • Reflective practice and critical reflective practice • Formative, developmental and summative evaluation

Other theories and perspectives not mentioned above may be valuable to evidence-based coaching designs and strategies, such as the theory of **transformative leadership** that was derived from theories on transformative learning (Apte, 2009), and then applied to leadership practices rooted in equity and social justice for educational institutions (Shields, 2010). Another useful way to think about change is to understand how we, as individuals, frame our understanding of organizations to inform our leadership practices. Bolman and Deal (2017) argue that understanding frames is important to changing organizations, emphasizing that leaders should understand their own proclivity for one or more of four frames (structural, human resource, political, and symbolic) to understand how they approach leadership and how they can better balance their thinking and behavior to support organizational change. This notion of framing parallels mental models as well as equity-minded change leadership where frames are used to help individuals see how their ways of thinking may cast individuals and groups from an asset or deficit perspective, thereby influencing how they approach change.

Coaching Competencies for Guided Pathways

Looking specifically at the guided pathways model that many community colleges are implementing, we want to touch on the competencies that coaches need to support change. Whereas the areas of coaching expertise that are needed to support change are wide-ranging, a continuum of experience and competencies, including knowledge, skills, and dispositions, are useful to guiding colleges. Familiarity with the guided pathways model and experience with implementation is useful, but so is the capability to diagnose organizational problems, facilitate groups, implement assessments, and gather data that is needed to move change forward. Expertise in data collection, analysis, and evaluation is important to ensuring that changes are informed by evidence, and knowing what research says about how colleges change is important. This particular knowledge and skill set regarding coaching focuses on how to change, and it represents the most critical aspect of evidence-based coaching for change to support student success in community colleges.

More specific coaching competencies may be needed to support guided pathways implementation. For colleges moving along this path to implementation, coaches may need to focus on introducing reform strategies and spreading (scaling) these strategies to other units of a college. They may also need to help colleges design and conduct evaluation at various levels, including learning outcomes assessment. Colleges involved in institution-wide scaling will benefit from having coaches who are experienced with large-scale change efforts that include goal setting, fiscal planning, partnership development, and possibly also community and economic development.

Delving more deeply, nearly if not all coaching assignments require that coaches be able to “read” an organization quickly and communicate effectively about what they see is changing, how the change process is going, and how it is evolving. Coaching related to guided pathways (or any change model) needs to help practitioners navigate turbulent waters. To do this, coaches need to develop their own philosophy concerning the why, what, and how of change to be able to help colleges reform and attain more equitable student outcomes and improved organizational performance.

Table 4 presents competency areas aligned to the four pillars of the guided pathways model, according to the American Association of Community Colleges (AACC) Pathways project. The pillars are: 1) clarifying pathways, 2) helping students enter a path, 3) helping students stay on their path, and 4) ensuring that students are learning (see Table 4). These competency areas include engaging stakeholders (internal and external); facilitating planning in critical areas such as academic & student services, technology, professional development, etc.; and encouraging an overall systemic approach to student success.

Table 4. Coaching Competency Areas for the Four Guided Pathways Pillars

Coaching Competency Areas Pertaining to the Guided Pathways Pillars	
Pathways Pillars	Competency Areas
Clarifying pathways	<ul style="list-style-type: none"> • Curriculum development and planning • Outcomes-based approaches to program planning and program mapping • Pathways and program development, course sequencing, stacked credentials, and program/pathway milestones
Helping students enter a path	<ul style="list-style-type: none"> • Multiple measures of student placement • First-year experiences • Career and academic decision-making • Integrated student supports, including gateway courses • Partnership development, including K-12, postsecondary education, adult education, and workforce training
Helping students stay on their path	<ul style="list-style-type: none"> • Ongoing, intrusive advising, including redirection of students as needed into a more viable pathway • Tracking student progress toward completion • Early alert and support for students at risk
Ensuring that students are learning	<ul style="list-style-type: none"> • Learning outcomes assessment • Contextualized, project-based, collaborative learning and applied learning experiences • Faculty-led improvements in the classroom/learning experience • Assessment, including mastery of learning

Source: <https://www.aacc.nche.edu/wp-content/uploads/2017/09/PathwaysGraphic462017.pdf>

How Do We Know if Coaching is Working?

Evaluation is a critical aspect of evidence-based coaching that involves gathering data on **WHY, WHAT,** and **HOW** change is evolving, as well as the result of the coaching for change. Evaluation can serve both formative and summative purposes, depending on the goals and maturity of the change strategies. Formative evaluation is important during the time change initiatives are being planned, designed, and piloted, whereas summative evaluation is important once change is more fully implemented and is capable of demonstrating impact. Using both formative and summative evaluation can help colleges to understand their overall implementation of change, including the role that coaching plays in that change, and identify barriers to change. Evaluative information (or evidence) is also necessary to inform decision-making about the future. Just as teachers use formative assessment to understand how student learning is evolving, understanding how students' past experiences impact their understanding of new subjects, formative evaluation provides evidence of how college policies and practices are changing, and also potentially how college culture, values and norms are transformed. Formative evaluation also examines what is preventing change, and how participants experience the change in ways that promote and/or impede their motivation and engagement.

One potential approach that may be useful to evaluating evidence-based coaching for change is developmental evaluation (Patton, 2014). Developmental evaluation does not focus on evaluation of initial change (formative) as distinct from mature change (summative), but rather focuses on evaluating the evolution of systemic change from start to finish, including how change processes support improvement. Developmental evaluation recognizes that organizations need to take into account the “dynamic realities in complex environments” to fully understand whether improvements are happening (p. 1). Patton explains, “Developmental evaluation tracks and attempts to make sense of what emerges under conditions of complexity, documenting, and interpreting the dynamics, interactions, and interdependencies that occur as innovations unfold” (p. 7). This approach to evaluation seems especially useful to evidence-based coaching because of the evolution of the coaching for change process. To this end, many SSC executive directors describe their effort of their centers as “building the plane while flying it”, which is precisely the kind of circumstances that call for developmental evaluation.

Finally, summative evaluation is important to understand the impact of change initiatives, including documenting the benefits that emerge from evidence-based coaching for change. A key aspect of summative evaluation is the assessment of impact and benefits of changes that have matured to a point where outcomes are possible. Too often, summative evaluation, including impact evaluation, is conducted before any changes have taken root, and when this happens, it’s unlikely to find effects. Whatever evidence of change is gathered, it needs to represent mature attempts to change happening within colleges, including evaluating the effect of coaching strategies on change processes. Ultimately, it is important to understand the impact of evidence-based coaching for change in faculty, staff, student engagement, performance, and outcomes.

Next Steps

In the future, our team will delve more deeply into all aspects of the evidence-based coaching for change processes presented in this brief. It is our goal to help SSCs executive directors to support coaches and colleges to develop meaningful and executable coaching designs and support their translation into action. New processes, tools and templates will be developed to engage productively in this work. In addition, our CCRI team will be working with selected SSC executive directors to document how coaching designs are unfolding, including considering evaluation, feedback loops, and accountability mechanisms that support systemic change. Additional processes, tools and templates may be needed to support this work that are not apparent at this early juncture, and our team looks forward to engaging in these efforts as well. We understand the changes that are happening with the support of the SSCs and their coaches are important to attaining more equitable student outcomes and ultimately greater student success in community colleges.

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Reflective Questions for Coaches and Community Colleges on Evidence-based Coaching for Change

WHY Change

- What is the college's history with change, and how do we perceive that change may happen in the college's current context?
- What problems is the college trying to solve, and how can evidence-based reforms (such as guided pathways) help the college improve?
- What problems show potential to change, and how can we support the college's change initiative?

WHAT to Change

- What do the college's data show about the experiences and outcomes of students of color and other underserved groups? (What are the equity gaps, and how can they be addressed?)
- What does the college know about how well students are learning, and how students are benefiting from their learning? (What are the equity gaps, and how can they be addressed?)
- What solutions (adaptive and technical) may lead to improvements in student success for our college? (What are the equity gaps, and how can they be addressed?)

HOW to Change

- What conditions can we create to promote active engagement in our change initiative?
- How will we know when change is happening, and how will we know when it is positively impacting student success?
- What processes can we use to continuously learn and improve, understanding that change is on-going and evolutionary?