“Always try to make the familiar strange and the strange familiar.”

Looking beyond enrollment
Early Momentum Indicators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rate Persistence to Second Term</td>
<td>69% 69% 69%</td>
<td>69% 69% 69%</td>
<td>73% 69% 69%</td>
<td>44% 69% 69%</td>
<td>71% 69% 69%</td>
</tr>
<tr>
<td>Full time in First Term</td>
<td>44% 44%</td>
<td>48% 48%</td>
<td>52% 52%</td>
<td>53% 53%</td>
<td>52% 53%</td>
</tr>
<tr>
<td>Competition of TL English and Math</td>
<td>10% 12%</td>
<td>15% 15%</td>
<td>20% 20%</td>
<td>22% 22%</td>
<td>20% 22%</td>
</tr>
</tbody>
</table>
“Decline in enrollment” from start of course to successful completion (~inverse of first year success rate) in 2020-2021, by ethnicity

Contextual note: Success rate in courses, visualized as the percentage of students failing to complete course attempted in students first year.
“Decline in enrollment” from first to second term in 2020-2021 (~inverse of persistence), by ethnicity

-24%  
-22%  
-31%  
-31%  
-38%  
-32%  
-40%  
-43%  
-31%  

Contextual note: Persistence from students’ first terms to their second terms, visualized as the percentage of students not persisting.
Percentage of credit students (starting in 2017-2018) who didn’t earn an award or transfer, by ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>-74%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>-88%</td>
</tr>
<tr>
<td>Filipino</td>
<td>-76%</td>
</tr>
<tr>
<td>Filipino</td>
<td>-86%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>-88%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>-87%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>-83%</td>
</tr>
<tr>
<td>White</td>
<td>-84%</td>
</tr>
<tr>
<td>Overall</td>
<td>-88%</td>
</tr>
</tbody>
</table>

_Contextual note:_ Completion of any _Vision for Success_ completion, visualized as the percentage of students not completing any outcome nor transferring within three years.
Always try to make the familiar strange and the strange familiar.

Responding to the moment
Intentionality & Clarity of Purpose

**Reform**
Makes changes in something (typically a social, political, or economic institution or practice) in order to improve it.

**Transform**
Make a thorough or dramatic change in the form, appearance, or character of.
Board’s Role In Creating the Conditions

From - To

• Compliance → Catalyst
• Process-focused → Success-focused
• Equity as a project → Equity institutionalized
• System-centered → Student-centered
Career Arc: New Economy Shifts Life Blocks

OLD ECONOMY

- Educate
- Work
- Retire

Lifespan = 73 Years

NEW ECONOMY

- Engage
- Learn
- Retire - Recondition

Lifespan = 90 Years

@heathermcgowan
The “Messy” Reality of Student Experience

- Intake Forms
- Eligibility Requirements
- Applications
- Verifications
- Available Services

- Financial Aid Office
- EOPS/CARE Office
- DSPS Office
- Veterans Resource Center
- CalWORKs Office
- Guided Pathways
- County Agencies
- Office of Student Life

- Admissions and Records
- Food Pantry
- SEA

- Dream Resource Center
- Student Housing Services
- Student Health Center
With the Vision for Success as the destination, Guided Pathways as the vehicle, and resources from the Governor’s Roadmap for Higher Education, this effort focuses on **ALIGNING**, **COMMUNICATING**, and **ADVANCING** strategic efforts toward achievement of the Vision for Success goals.
Walking the path of change…

“When we are asking teachers and school leaders to do things they don’t (yet) know how to do, we are not asking them to “implement” something, we are asking them to learn, think, and form their identities in different ways.

We are, in short, asking them to be different people.”