Discussion Guide for *Managing Community College Change*

Earning a postsecondary degree or credential has become a prerequisite for the growing jobs of today's economy. At the same time, data on educational attainment and skills show that there are at least 36 million Americans without basic literacy skills in need of educational credentials for work[1]. In addition, once enrolled at a postsecondary institution, too many of the nation's adult learners are not prepared for the academic rigor required for success with about one-third enrolling in remedial courses during their first or second year of college[2]. The social and economic consequences for these adult learners are severe for them, their families, and their communities, where large numbers of lower-skilled adults can hamper economic development.

Supporting the learner in gaining the foundational literacy and numeracy skills to facilitate postsecondary transitions, whether it is at an adult education classroom or at a developmental education program, is crucial and starts with a commitment from community college leadership. And, adult education student success at college campuses can only be achieved at the classroom level if adult educators have access to professional development opportunities which lends support to their work with learners in the classroom.

Featured Schools

Amarillo College - Amarillo, TX
Gateway Community College - New Haven, CT
LaGuardia Community College - Queens, NY
St. Louis Community College - St. Louis, Missouri

As part of the *Supporting Student Success (SSS): Adult Education and Remedial Education Reform in Community Colleges* project, the U.S. Department of Education's Office of Career, Technical, and Adult Education contracted with the Manhattan Strategy Group to:

- Document and capture examples of coordination, alignment and partnership between adult education and developmental education at four community colleges. This was accomplished using a framework designed from *Unlocking the Gate's*[3] literature review of promising developmental education reform strategies.
- Develop, design and disseminate peer-led virtual learning opportunities such as webinars and Communities of Practices (CoPs) led by the four community colleges. The project will produce three videos, each to be accompanied by a Discussion Guide.
  Note: archived webinars and CoPs can be found in the "Resources" section of this discussion guide.

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[1] U.S. Department of Education, Institute of Education Services, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), 2012 Program for the International Assessment of Adult Competencies (PIAAC).

[2] U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study – NPSAS: 12.

[3] Elizabeth Zachry Rutschow and Emily Schneider, "Unlocking the Gate: What We Know About Improving Developmental Education," MDRC, June 2011, http://www.mdrc.org/sites/default/files/full_595.pdf

How to Use this Discussion Guide

The goal for this Guide is to prompt discussion about change management and implementation approaches that are applicable to your institution, department and/or program. This Guide should be used before, during, and after the accompanying video with institutional leadership, departmental chairs, and program level administrators and instructors. Prior to viewing the video and to optimize self-reflection, we recommend a quick review of the reflective questions below.

Reflective Questions

Before viewing the video, write down your responses to key questions below:

- From your vantage point (part of leadership, departmental/administrative or programmatic staff working closely with learners, etc.), why is change management important?
- At all levels, who should and will ultimately benefit from this change?
- Who needs to be involved and engaged in overall change management planning and implementation efforts?
- What type of existing information is available and what else is needed to inform decision making and to shape your change management approach?
- What are your cultural institutional and/or program contexts (for example: history, readiness, capacity to change) that needs to inform strategic direction and readiness?

While viewing the video, write down your responses to key questions below:

- What has changed at my institution and program that prompts current change management needs?
- What is the commitment needed from leadership and what are the barriers that we need to respond to?
- What are the resources (both monetary and in-kind) needed?
- Who are possible champions for change inside and outside of my organization?
- What are some strategies ideas to use in getting support and buy-in?

Video: Managing Change
https://youtu.be/9RgEWpx1qHc

Next Steps

After you view the video, review your notes and organize your overall thought process to develop a plan for implementing ideas:

Identify the purpose of the targeted effort

What/How	What needs to be done/ By When?	Individual(s) Responsible?
1. What does success look like?		
2. What are the big goals?		
3. What are the interim goals?		
4. What are the small goals?		

Articulate

What/How	What needs to be done/ By When?	Individual(s) Responsible?
5. Who are the students we serve and what are their needs?		
6. Do we have a way to seek feedback from students and other stakeholders?		
7. If so, are we satisfied this will help us solicit constructive insight? If not, is this something we need to set up?		
8. Who can be potential champions for change management?		

How can we do better for our students?

What/How	What needs to be done/ By When?	Individual(s) Responsible?
9. What are ways we can lead our respective teams to model the leadership exemplified in the video?		
10. What are identified student needs at the various offices within the institution?		
11. What are the ways we can work across departments, within our institution?		
12. What are the ways we can work beyond our institution?		

Adult Education and Developmental Education coordination, alignment and partnerships

What/How	What needs to be done/ By When?	Individual(s) Responsible?
13. How are we working (or not working) with adult education and/or developmental education)?		
14. How can we do a better job of aligning, coordinating or partnering between developmental education and adult education?		
15. What are ways we can reduce student barriers in developmental education and adult education?		
16. What needs to change to facilitate postsecondary transitions?		
17. Are there "lessons learned" from adult education (or vice versa) on professional development for faculty, administrators in supporting adult learner success?		

Other considerations

What/How	What needs to be done/ By When?	Individual(s) Responsible?
18. Who are the stakeholders that need to be engaged and "at the table?"		
19. What are other important action steps that ought to be included?		

Resources

SSS's webinars are recorded and available for viewing on the [Postsecondary Completion](#) LINCS group. For more on this project and related topics, please visit the following discussions/webinars in the LINCS Community:

- [Re-Visioning Instruction and Support at Community Colleges to Support the Whole Student](#) (discussion)
- [Building Bridges Between Adult Basic Education and Developmental Education](#)(discussion)
- [Intensive Skill and College Readiness Programs at Community Colleges](#)(discussion)
- [Supporting Student Success via Contextualized Learning](#)(webinar)
- [Supporting Student Success: Accelerated Curriculum for Impact](#) (webinar)
- [Supporting Student Success: The Hybrid Approach](#) (webinar)
- [Supporting Student Success: Supporting the Whole Student](#) (webinar)