CARNEGIE MATH PATHWAYS
WestEd

2022 Innovations Conference

Dr. Stephanie Delaney, Vice President of Instruction Renton College

Dr. Margo Keys, Executive Coach

Copyright © 2019 WestEd

Opening inquiry

Identify an initiative that was started at your organization and not brought to scale?

- What happened? What worked? What didn't work?
- Would an increase in leadership capacity have helped?

How do you increase leadership capacity at your organization?

How do you build leadership effectiveness at your organization?

Copyright © 2019 WestEd

SUNI Leadership Study

Problem: Innovation, even those ideas that are proven effective in some contexts, is difficult to implement at scale, effectively and sustainably. We need to better understand what it takes to achieve institutionalization of innovation and how to support its success.

Goal: To examine how institutional leaders plan, implement, and scale CMP programs supported by improvement-focused leadership coaching

Study Approach: Case study analysis within and across institutions (i.e., the engagements and work of institutional teams) to examine:

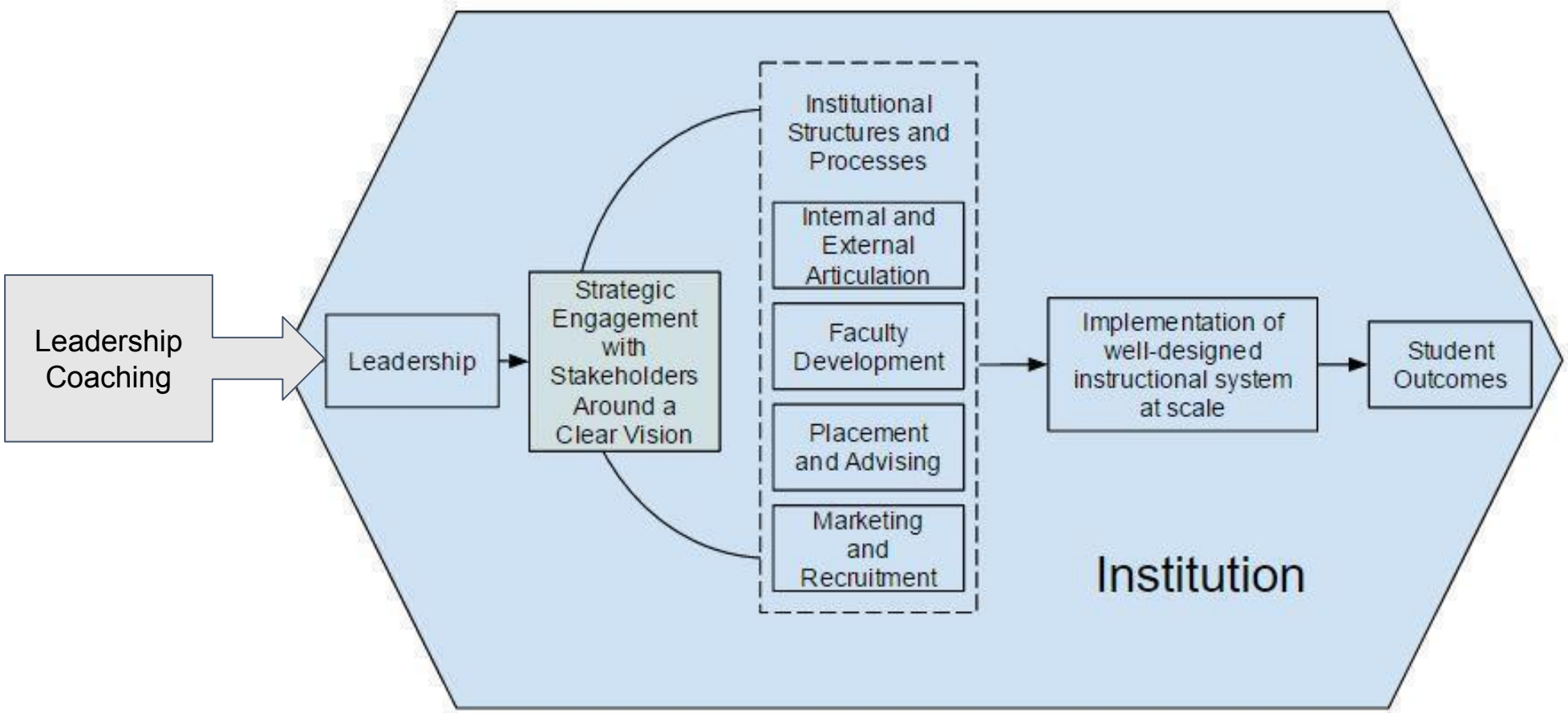
(1) extent to which and how differences in context shape the implementation process (e.g., available supports and resources, obstacles, leaders' decisions, leaders' actions, etc.)

(2) extent to which and how the coaching content and process support leaders' efforts to implement at scale, effectively, and sustainably.

CARNEGIE MATH PATHWAYS WestEd

Copyright © 2019 WestEd

SUNI Leadership Study: Implementation Framework (a practical theory)



CARNEGIE MATH PATHWAYS WestEd

Copyright © 2019 WestEd

Case Study

Institution cohort 1

- **Large urban East Coast Community College**
- **Educational Reform -** math pathway implementation
- **Organizational reform** – merging of pre-college and college level math departments
- Student Profile: 30,000 students, 60% students of color, 51% female, 49% male, 56% average college age

Institution cohort 2

- **Large urban Midwest 2-year Community-Technical college**
- •**Educational reform**. Math pathway implementation
- •**Institutional context:** Guided pathway implementation simultaneous. Achieve the Dream. World pandemic
- •**Student profile**. 25,000 students. 55% students of color. Average age 29. 58% women, 40% men. 90% are part-time students. Equity is a strategic priority

Copyright © 2019 WestEd

Coaching tools

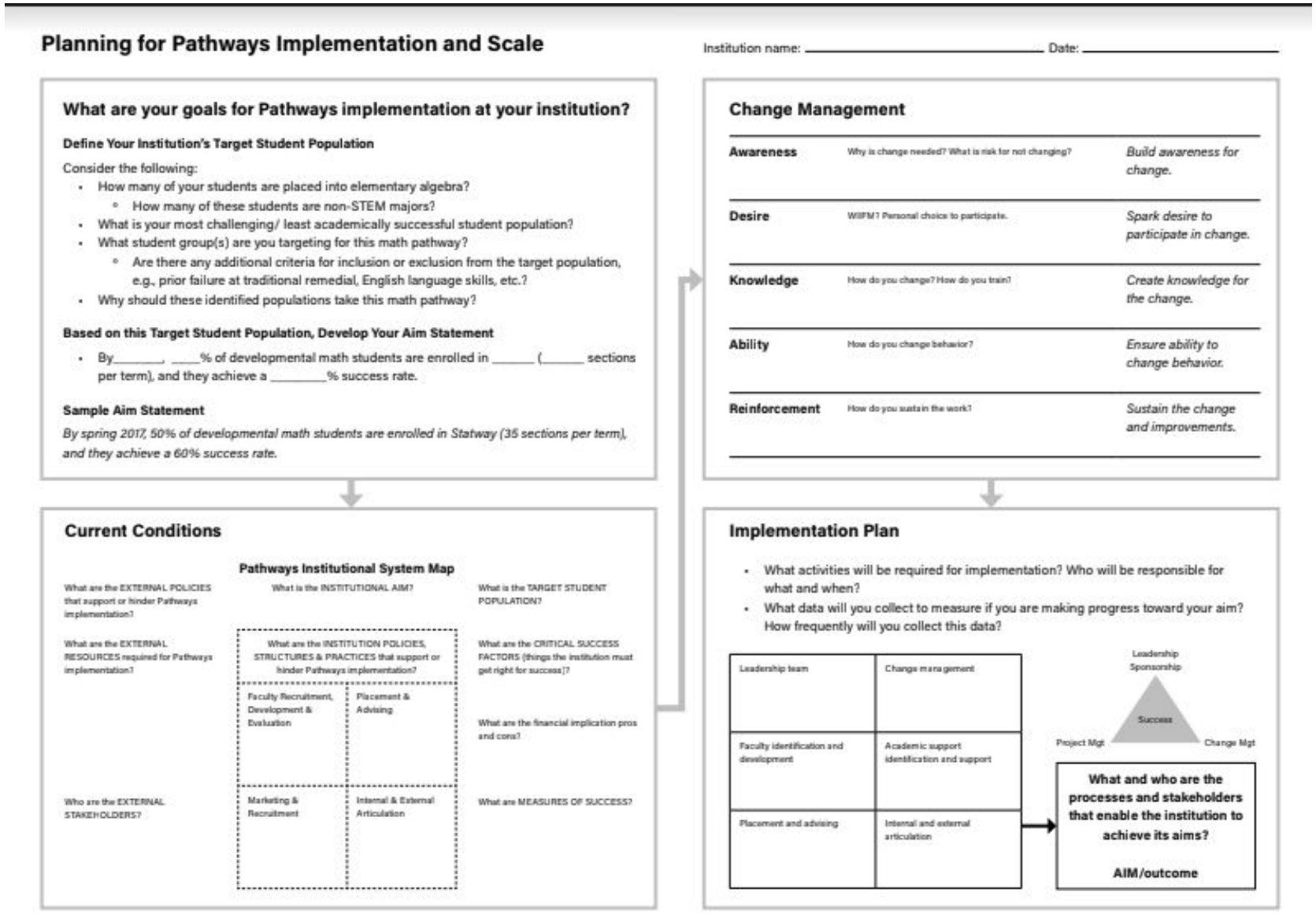
Coaching tools:

- 1-1 Coaching with certified Executive Coaches. Active inquiry.
- Institutional Steering Committee: Consensus building.
- Management process: A3 for initial planning.
- Professional development:
  - Crucial Learning: Crucial conversations.
  - Leadership assessment: PXT
  - Everything DISC.
  - Change Management (PROSCI-ADKAR)

Copyright © 2019 WestEd

Tool: A3

Management process to solve problems, gain agreement, mentor and lead



Planning for Pathways Implementation and Scale

Institution name: _____ Date: _____

What are your goals for Pathways implementation at your institution?

Define Your Institution's Target Student Population

Consider the following:

- How many of your students are placed into elementary algebra?
  - How many of these students are non-STEM majors?
- What is your most challenging/ least academically successful student population?
- What student group(s) are you targeting for this math pathway?
  - Are there any additional criteria for inclusion or exclusion from the target population, e.g., prior failure at traditional remedial, English language skills, etc.?
- Why should these identified populations take this math pathway?

Based on this Target Student Population, Develop Your Aim Statement

- By_____, ____% of developmental math students are enrolled in _____ (_____ sections per term), and they achieve a _____% success rate.

Sample Aim Statement

By spring 2017, 50% of developmental math students are enrolled in Statway (35 sections per term), and they achieve a 60% success rate.

Change Management

Awareness	Why is change needed? What is risk for not changing?	*Build awareness for change.*
Desire	WIIFM? Personal choice to participate.	*Spark desire to participate in change.*
Knowledge	How do you change? How do you train?	*Create knowledge for the change.*
Ability	How do you change behavior?	*Ensure ability to change behavior.*
Reinforcement	How do you sustain the work?	*Sustain the change and improvements.*

Current Conditions

Pathways Institutional System Map

What are the EXTERNAL POLICIES that support or hinder Pathways implementation?	What is the INSTITUTIONAL AIM?	What is the TARGET STUDENT POPULATION?
What are the EXTERNAL RESOURCES required for Pathways implementation?	What are the INSTITUTION POLICIES, STRUCTURES & PRACTICES that support or hinder Pathways implementation?	What are the CRITICAL SUCCESS FACTORS (things the institution must get right for success)?
	Faculty Recruitment, Development & Evaluation / Placement & Advising	What are the financial implication pros and cons?
Who are the EXTERNAL STAKEHOLDERS?	Marketing & Recruitment / Internal & External Articulation	What are MEASURES OF SUCCESS?

Implementation Plan

- What activities will be required for implementation? Who will be responsible for what and when?
- What data will you collect to measure if you are making progress toward your aim? How frequently will you collect this data?

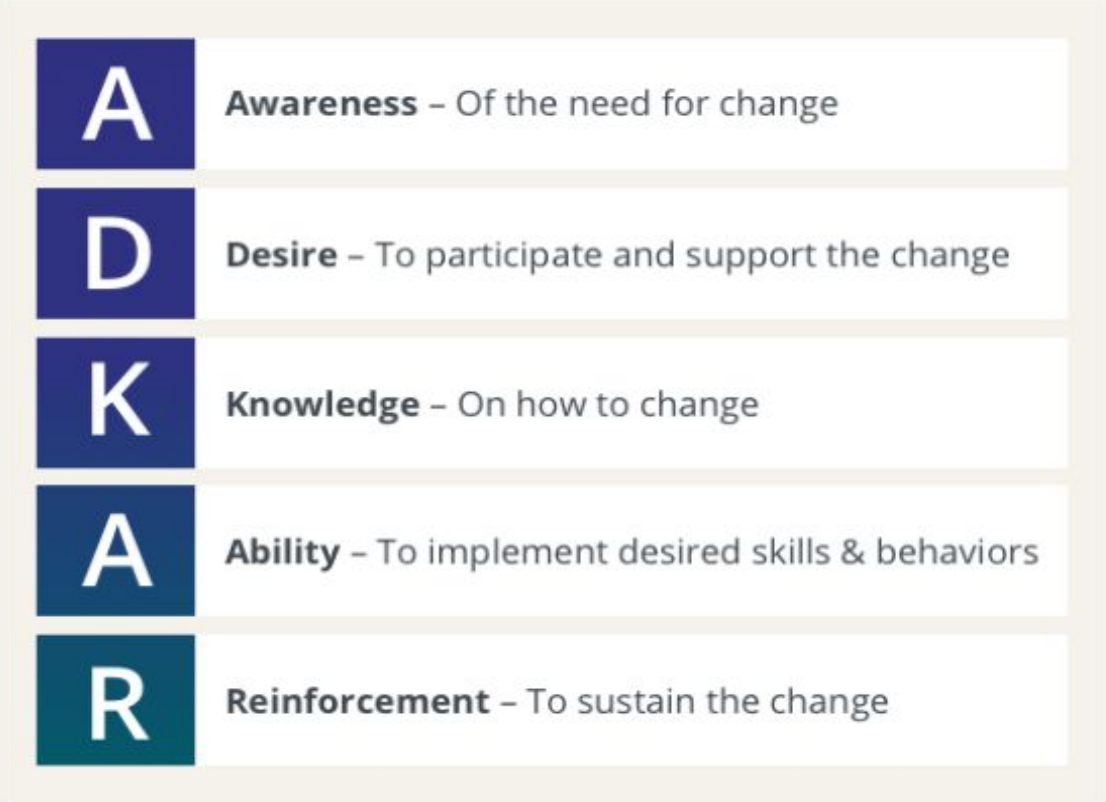
Leadership team	Change management
Faculty identification and development	Academic support identification and support
Placement and advising	Internal and external articulation

What and who are the processes and stakeholders that enable the institution to achieve its aims?

AIM/outcome

Copyright © 2019 WestEd

TOOL: ADKAR



CARNEGIE MATH PATHWAYS WestEd

Copyright © 2019 WestEd

CARNEGIE MATH PATHWAYS
WestEd

Preliminary themes and findings

Copyright © 2019 WestEd

SUNI Leadership Study: Preliminary Themes/Findings

Role and organization of institutional leadership

Authority for decision making is distributed across and accountable to multiple units and stakeholders

- I**mplementation at scale is more likely to occur when key decision-makers** in multiple spheres of the campus organization **agree that the change is a worthy investment** of effort and resources
- **Sustainability** (i.e., institutionalization) requires **involvement and coordination** of multiple units
- This layering of authority can form barriers to implementation, as leadership team members have different arenas of authority

Copyright © 2019 WestEd

SUNI Leadership Study: Preliminary Themes/Findings

Change as a constant in institutional leadership and organization

- Leadership for implementation **requires the skills to manage changes** (predictable or unexpected) that are not part of the plan.
- **Alignment of the innovation** to other campus initiatives (e.g., guided pathways or state policy mandates) enables continuation, even if at a slower pace or smaller scale.
- The capacity of the program implementation to **weather changes, and to even leverage the changes and thrive, depends on:**
  - **Strength** of stakeholders' **relationships and level of mutual trust**
  - **Quality of communications** and coordination between units
  - **Coherence of shared goals and mutual understanding of roles and responsibilities** in meeting the goals
  - Extent to which the **leadership team members can rally support and buy-in** from their respective stakeholder groups

Copyright © 2019 WestEd

SUNI Leadership Study: Preliminary Themes/Findings

Developing leadership capacity through coaching

- Significant **variability** in **engagement in and uptake of coaching**
  - **Differences in leaders' motivations** and accountabilities
  - Familiarity with le**adership coaching as a resource is not yet developed in higher education**
- **Top-down mandates** for participation are **unsustainable**
- **Modeling of engagement in learning through coaching and participation in networked learning helps to establish a culture of collaboration and collective development**
- **Coaching** must meet a **felt need in order for leaders to meaningfully engage** and take up the tools and strategies, and that felt need varies by individual and by institution

CARNEGIE MATH PATHWAYS WestEd

Copyright © 2019 WestEd

Reflection and Sharing

How can this case and the lessons learned inform the efforts underway at your campus to implement complex reform?

Reflect in small groups and be prepared to share your highlights when the large group resumes.

CARNEGIE MATH PATHWAYS WestEd

Copyright © 2019 WestEd

CARNEGIE MATH PATHWAYS
WestEd

Questions?

Copyright © 2019 WestEd