SCALING UP STUDENT SUCCESS PROGRAMS IN COMMUNITY COLLEGES:
FROM “ISLANDS OF INNOVATION” TO INSTITUTIONALIZED PRACTICES

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I certify that this student has met the requirements for format contained in the University format manual, and that this dissertation is suitable for shelving in the library and credit is to be awarded for the dissertation.

Dr. Caroline Sotello Viernes Turner

Date
PREFACE

Illustration by Gabriel Ivan Orendain-Necochea / Visual Editor
Imagine a society that spends more money on keeping its prison system alive rather than educating their citizens. Imagine a society where you soon might have more youth spending time behind bars than behind the desk.


Figure 1. Message at the centerpiece of research.
DEDICATION

My heartfelt dedication to my colleagues, friends, and all the leaders who immediately accommodated my research by giving one hour of their super busy time to talk with me, connect me to other people, and continually encourage me in this research. Without their support, this dissertation would not have been possible.

And for my mother, who has been there for me anytime I needed her. I knew from her face how much she worried about me overworking, driving, writing, and getting up very early, but each time she made sure she got up with me and fixed my favorite cup of coffee, had a warm meal ready when I came back from a long drive, cooked for my family, and made sure everything was in order. Thank you, mom, for all you have done to support me. You are indeed an amazing woman and mother.
ACKNOWLEDGMENTS

The completion of this dissertation would not have been feasible without the guidance and support of my dissertation committee, Dr. Turner, Dr. Melzer, and Dr. Romero. It is with immense gratitude that I acknowledge the work, support, and guidance of Dr. Turner who passionately guided me through the entire process with an encouraging and positive attitude. I feel so privileged to have benefited from your immense experience in issues of diversity in higher education and your strong leadership in qualitative research. I am indebted to Dr. Melzer who recognized and encouraged my passion for this topic, listened to my ideas passionately, and assisted in the early drafts of my work and throughout the process. This dissertation would not have been possible without the educational practitioner’s insight provided by Dr. Romero, who put aside her love and passion for quantitative methodology for the love of better educational practices and models guided by educators’ voices. The three of you have been my inspiration in both my work as a student and my work as an educator.

I want to acknowledge the great educators throughout my life who have instilled in me a love for education as a public good and as a powerful tool for improving life for entire generations and for creating a more democratic and equitable society. I acknowledge my best friend Joyce who almost each day reminds me of the sad days in which we live now, when education is becoming a free market good and how shameful she feels about the current direction of education. Joyce, you are an amazing friend and a passionate educator. You are talking about retirement and I feel the void that your
retirement will leave in the entire social work division. However, I am happy for you because you will get to tend to your roses and plants. Dick, knowing your sense of humor has helped me survive the long days spent between either teaching or being taught. Your great wines also helped tremendously.

I acknowledge people like Gorge Soros, who changed my life without even knowing it by providing full scholarships and support for students from Eastern Europe to study in American universities in times when they thought such opportunities were out of their reach. After assisting students in applying to college and listening to their concerns about the cost of education, I cannot help but reiterate my biggest disbelief at the current direction of education.

I am a very private person, but this is a moment when I cannot possibly stay away from acknowledging the support of my family. Special thanks to my husband, who was the primary motivator for me pursuing my doctoral studies. He kept reminding me to get back to my dream and of my reason for coming to the United States. This dream started in 1996 when I first came to California, but life as an immigrant and adjusting to the basic needs of a new life in a new country took precedence over my doctoral studies. However, as life progressed, my husband and best friend ensured that I never forgot that dream. He also made sure our son, Sebastian, had a great time bowling, watching the Giants win a championship, and enjoying B.B.King play his guitar or Alice Cooper almost set the stage on fire, along with so many other concerts, while I was attending classes away from home or working on my dissertation with my headphones on.
Sebastian, I know that you are still struggling with my decision to spend time away from you and work on my dissertation, and all of this for earning a doctorate degree that would not even enable me to conduct a surgery. However, I am confident that one day, you will understand why it is important to make your dreams come true, no matter how late in life. While I will not be able to conduct surgery with this doctorate title, I might be able to better live without resorting to surgery.

The cartoon in the Preface illustrates the biggest challenge we, as a society, face and is the centerpiece of this research.
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Abstract

of

SCALING UP STUDENT SUCCESS PROGRAMS IN COMMUNITY COLLEGES: FROM “ISLANDS OF INNOVATION” TO INSTITUTIONALIZED PRACTICES

by

Diana Bajrami

With educational attainment in the United States quickly deteriorating, ways to increase it have been a focus of educators, public policy analysts, accreditors, and state and federal policymakers, and is now a major concern of the President of the United States. Community colleges are perceived as not only an identified problem for the lack of educational attainment but also as the solution. Community colleges are, typically, the first gate of entry to higher education for low-income students, students of color, first-generation college students, English learners, foster youth, and other student groups in American society who have been underserved in higher education. With the rapid demographic changes in the United States, this country cannot sustain its economic and political leadership in the world if it does not invest in new ways to improve the success rate of underserved communities in higher education. The situation is more critical in the state of California given its vast population and the large percentage and fast growing number of underserved communities. However, current success programs continue to be “pockets of innovations” without being institutionalized in the entire system to reach more students and generate more success. What will it take to institutionalize these programs that are guided by the best research in the field of education? This researcher
embarked on a journey to generate a scaling up framework for community colleges utilizing the grounded theory process. Fourteen intensive interviews that represented 307 years of work at various levels in community colleges provided significant insight into this framework. The product is a framework that provides an “all-encompassing” way to address issues of inequitable educational attainment in the state of California and focuses on the role of community colleges, communities, other educational institutions, and state and federal government. This framework provides a practical guide for every educator or educational leader who works to improve student success for all students.

Keywords: human capital, scaling up, educational attainment, technology, advocacy, accountability, state and federal policy, integration, cascade success, student success champions
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Chapter 1

INTRODUCTION

Background

For the last two decades concerns have increased about the student success mission of community colleges (McLendon, Hearn, & Deaton, 2006; Schuh & Jones, 2011; Seybert, 2002). While community colleges have been recognized for their vital role in providing open access to higher education to a variety of students, this open access has not resulted in effective outcomes (Bensimon, Malcom, & Longanecker, 2012; Shulock & Moore, 2005). Hence, policymakers, educators, accreditors, leaders, and scholars alike have brought student success to the forefront of the discussion, as the public and lawmakers demand a greater return on public investment and better accountability (Kritt, 2011; Marchand & Stoner, 2012).

The outcomes of these discussions have been a myriad of student success pilot projects and programs, implemented nationally and state wide, and aiming at improving student success as measured by certificate/degree attainment and/or transfer to a four year educational institution. While these endeavors have demonstrated success, they represent “pockets of innovations” instead of institutionalized practices. A robust and well informed research on how to scale up the successes of these programs is still absent. As a result, the statistics of student success in community college continue to be alarming.

Recent data suggest that fewer than 30% of students who enroll in community colleges full-time complete an associate degree in three years (Handel, Quin, Ziskin,
and only 37% of first-time, full-time students in community colleges earn a certificate or degree or transfer to community colleges in four years (Committee on Measures of Student Success, 2011). There is a slight improvement when the time is extended, but yet again, fewer than half (46%) of students who enter community colleges with the goal of earning a degree or certificate attain that goal or transfer to a 4-year institution (21st Century Commission on the Future of Community Colleges, 2012).

The contribution of community college to the overall higher educational attainment in the United States is well researched and supported (Roksa, 2010; Rouse, 1998); thus, the low success rates in community colleges are tightly correlated with the fact that the United States is losing its global leadership in educational attainment (Organization for Economic Development and Cooperation [OECD], 2013). More specifically, in 2007 the United States ranked 12th for population aged 25-34 years old with higher education, and in 2012 the United States ranked 14th with 42% of 25-34 year olds with higher education (Mullin, 2012; OECD, 2013). While the United States is still above the 37 OECD and the Group of Twenty (G20) countries average of 38%, it continues to fall behind the leader (South Korea with 65% attainment) and behind countries such as Japan, Canada, Russia, Ireland, and eight other OECD countries (OECD, 2013). The most striking statistic is that the overall educational attainment level in the United States, despite being above the OECD average, is growing at a much slower rate of 1.3% annually compared to the 3.7% overall OECD growth rate (OECD, 2013).
Furthermore, *Education at a Glance 2012* (OECD, 2013) raises the alarm that the odds a young person will attain higher education if his or her family has a low educational attainment level are very small in the United States. As seen in Figure 2, the United States has the lowest odds among 27 countries, being almost at the bottom with only two other countries that reach lower levels.

![Figure 2. Student participation in higher education when parents have lower education level.](image)

Adapted from OECD (2013)

These statistics emphasize the fact that the United States provides one of the lowest levels of educational mobility for students whose parents have a low educational attainment. In addition, these statistics lead us to the issue of the low success rate of students from underserved communities in higher education (hereafter referred to as USCHE). These students are recognized by the current research as underrepresented minorities (URM) or as underrepresented groups or populations (Ovink & Veazey, 2011;
Swail, 2003; Ward, Strambler, & Linke, 2013). However, given the current numbers enrolled in community colleges in the United States, and utilizing a social justice approach to issues of diversity, the students barely represent minorities in terms of their overall enrollment. A total of 42% of students are Latino, African American, Pacific Islander, Native American, or biracial students; 36% are first-generation students. More than 50% of these students qualified to receive federal, state, or institutional aid, with 17% of the students belonging to single-parent household families (American Association of Community Colleges [AACC], 2014). Students from the underserved communities in higher education include students of color (African American, Latino, Native American, Pacific Islanders, and Native Alaskans), students of low income, and first-generation students. In addition, foster youth students are also added to this category. The aforementioned students nationwide have the lowest success rate in attaining a college certificate or degree or of transferring to a 4-year college. More specifically, only 26% of African American and Latino students earn a certificate or degree or transfer within six years of study in community colleges (21st Century Commission on the Future of Community Colleges, 2012). If this problem is not addressed, it will continue to present major economic and social issues for the United States (Darling-Hammond, 2010; Kozol, 2006; Ravitch, 2011, 2013; Reich, 2011).

California Community Colleges (CCCs) exemplify the above concern, further magnified by the fact that California was the first state to design an explicit public policy of extending college education to every adult who might benefit from it in its 1960
Master Plan for Higher Education (Hayward, Jones, McGuinness, & Timar, 2004). It was further solidified by the current data that over 55% of community college students in California are people of color and that the median income per student is $16,223, with one-fourth of students reporting incomes of less than $5,544 annually (Foundation for California Community Colleges, 2013). CCCs provide educational services and opportunities to 2.6 million students each year in 112 community colleges (California Community Colleges Student Success Task Force [CCCSSTF], n.d.). Only the top one-third of high school graduates in California get admitted to 4-year public colleges; thus, community colleges are the main venue for the majority of students in California to pursue and achieve their academic goals (Legislative Analyst Office [LAO], 2011). However, while access to education has significantly increased in California during the last 50 years, student success has fallen behind. Only 53.6% of all students in California community colleges who seek a degree ever earn a certificate or diploma, and only 42% of students transfer to a 4-year institution (CCCSSTF, n.d.).

The trends nationwide and in California represent an “enormous personal tragedy, as well as a drain on the nation’s economy and social well-being” (Darling-Hammond, 2010, p. 13). The future of the California economy looks especially gloomy when one considers that the success rate for African Americans and Latinos is respectively 34% and 31%, especially given the fact that by 2040, Latinos will comprise 50% of the total labor force in California (Orfield, Siegel-Hawley, & Kucsera, 2011). The current failure to achieve an optimal educational attainment in the United States, and specifically in the
state of California, is closely correlated to economic growth and prosperity
(Bady&Konczal, 2012; Burdman, 2009a; Darling-Hammond, 2010; Mullin, 2012). This
failure is further magnified when research data emphasize the achievement gap of Latino
and African American students. Moore and Shulock (2010) warned:

The future of California depends heavily on increasing numbers of Californians
with certificates, associate degrees, and bachelor’s degrees. Educational
attainment in California has been declining with each younger generation - a
statistic that bodes poorly for the state’s economic competitiveness. It is essential
to increase educational attainment among the Latino population, as current levels
are relatively low and the Latino share of the working age population in
California is projected to grow from 34% currently to 50% by 2040. (as cited in
Orfield et al., 2011, p. 1)

In addition to economic prosperity and growth, “the American dream is
imperiled” and the “upward mobility from one generation to the other is under siege”
Education in the United States has contributed to broad-based prosperity and has
provided opportunities for all people to “live full, happy, and productive lives” (Reich,
2012, p. 63), which is essential for a democratic society. These statistics illustrate a
further increase in inequality, which produces “grave economic, political and social
consequences” (Stiglitz, 2013, p. 27).

The alarming national and state statistics have generated a profusion of initiatives,
programs, and services designed to address the low success rate of students in community
colleges in California and nationwide, and especially the even lower success rate of
students from USCHE(Campbell, Syed, & Morris, 2010; Community College Student
Engagement[CCSE], 2012; Community College Student Engagement[CCSE], 2013;
Mullin, 2012; Swail, 2003; Ward et al., 2013). These programs and initiatives vary by funding sources, scope, and services they provide, but all of them aim at providing tailored services, curriculum, and programs, leading to timely completion of degrees, certificates, and transfers to a 4-year college.

Student Success Initiatives/Programs Designed to Address the Achievement Gap of Students from USCHE

Russell (2011), in his guide on the US College Completion Initiatives, stated there were 13 nationwide college completion initiatives. The creation of these initiatives was intensified by President Obama’s (2009) American Graduation Initiative to invest $12 billion in community colleges and produce 5 million graduates by 2020, reclaiming the number one position in OECD countries for percentage of college graduates (The White House, n.d.). In addition to this initiative, three other major federal initiatives are geared toward college completion: the Fund for Improvement of Post-Secondary Education (FIPSE) to support innovations that improve educational outcomes and evidence-based practices; the First in the World Initiative ($123 million) to support programs that accelerate learning, increase completion rates, and increase access by lowering tuition; and a College Completion Grant ($50 million) to assist colleges to undertake systematic reforms that improve the completion rate (Russell, 2011). Major foundations have provided research and financial support to the above listed national initiatives and several of them have especially been focused on community colleges. Among these foundations, the two largest are the Bill and Melinda Gates Foundation and the Lumina Foundation,
followed by other foundations such as the Ford Foundation, the Carnegie Corporation of New York, the W.K. Kellogg Foundation, the College Board, and an array of other corporate foundations. Presently, 13 nationwide foundations are funded initiatives focusing on community colleges, among which are: Achieving the Dream, Access to Success, Boosting College Completion for the New Economy, College Completion Board, College Completion Challenge, College Completion Initiatives, Complete College America, Complete to Compete, and Ensuring America’s Future by Increasing Latino College Completion (Russell, 2011). As the names of these initiatives explicitly suggest, all of them focus on student success and completion by specifically focusing on productivity, expanded capacity, and advocacy for policy changes to support college completion and transfer (Russell, 2011).

The nationwide initiatives guide, sponsor, and support many projects and programs at the state and local levels. Myriad initiatives exist in each state and, at times, there are numerous programs emerging from these initiatives taking place in each district and college. In the state of California, the Student Success Task Force recommendations were solidified under Senate Bill 1456. Senate Bill 1456 serves as the impetus for new programs designed to explore new and better ways to serve the needs of community college students. Senate Bill 1456, otherwise known as the Seymour–Campbell Student Success Act, emerged as a product of a year of focus groups, debates, and information gathering. The statewide Student Success Task Force, comprised of faculty, students, analysts, legislators, and stakeholders, issued several recommendations for improving
student success and completion rates in California Community Colleges. These recommendations, after being approved by the Board of Governors, were developed into Senate Bill 1456, which was approved by the Assembly and the Senate and was signed into law by the Governor of California in September 2012. This bill focuses mainly on improving services offered at community colleges by highlighting the following areas:

- Establish enrollment-fee waivers under a special Board of Governors program for students who meet minimum standards for satisfactory academic progress.
- Mandate that state financial resources be spent on key student support services that have been demonstrated to increase student success, including orientation, assessment, placement, counseling, education planning, and academic follow-up.
- Mandate that new students participate in the services noted above.
- Establish a statewide “scorecard” that publishes student success outcomes and progress in all California community colleges.
- Mandate the establishment of a statewide common assessment (testing) system for placement into English, mathematics, and English for Speakers of Other Languages (ESOL) courses.

Programs implementing these mandates focus on acceleration, immersion, curriculum design, contextualized instruction, first-year experience programs, integrated student support and instruction, tutoring, and supplemental instruction (California Community Colleges Chancellor's Office [CCCCO], 2013a). Some of the most
highlighted best practices are Express to Success (at Santa Barbara Community College), Habits of Mind Project, Path2Stats, Opening Doors to Excellence, and Math Jam.

While these initiatives are implementing new evidence-based practices and are producing effective outcomes, they are also generating an “initiative fatigue” as colleges are spreading themselves too thin while they chase new funds and generate new initiatives (Russell, 2011). The projects utilize the Island of Innovation Model, where the implementation is taking place in small parts and is directed to a specific group of students, mostly involving students from USCHE (Avidov-Ungar & Eshet-Alkakay, 2011). The Inland of Innovation Model (which is often implemented via pilot projects) is purposefully selected based on its low costs and low risks. Nevertheless, the intention is that when these projects do generate the desirable outcomes, they would be scaled up and institutionalized. A Comprehensive Model of implementation is the primary goal of these student success pilot projects. Such a model will scale up these programs to the entire institution by becoming part of institutional practices and institutional culture. However, despite major efforts to scale up these projects, they still present “pockets of success rather than widespread improvement” (CCCSE, 2012, p. 1). Scaling up these programs is essential for student success. However, bringing these programs to scale has been seen as the biggest challenge of these initiatives.

**Scaling Up Programs and Initiatives**

Scaling up effective practices and programs should improve the success rate of students from underserved communities in higher education. Successfully educating
students from USCHE in community colleges has been proven to be very challenging. The focus currently is on the dissemination and the replication of best practices across the state (or nation). Over the last two decades, the literature on scaling up best practices and reform in K-12 education has been expanding at a fast rate (Elmore, 2004; Harwell, 2012; Higgins & Hess, 2009; Klingner, Boardman, & Mcmaster, 2013; Tobin, 2005). Despite the proliferation of studies in K-12 education, the research in scaling up best practices in community colleges is still in its initial stage (CCCSE, 2012).

The main focus of research in higher education, and especially community colleges, has been in researching academic and nonacademic factors that impact student retention and persistence, especially for students from underserved communities in higher education (Deil-Amen, 2011; Drew, 1990; Engstrom & Tinto, 1997, 2008; Tinto, 1997, 2000, 2006). Vincent Tinto, one of the most distinguished researchers on student success, retention, and persistence, has referred to these issues as being the most researched in higher education (Spradlin, Rutkowski, Burroughs, & Lang, 2010).

The research on retention, persistence, and success has been the framework of pilot projects and initiatives and has stimulated new educational practices. Nevertheless, while programs have shown successful results on a small scale, it has been challenging to scale up these successes. The term scaling up is a rather broad term; however, for the purpose of this dissertation, scaling up refers to “expanding, adapting, and sustaining successful policies, programs or projects in different places and, over time, to reach a greater number of people” (Hartmann & Linn, 2008, p. 7).
Currently, two specific reports focus on scaling up educational programs in community colleges, and both of them are based on the SCALERS model (a business model designed for scaling up innovations of young social entrepreneurs). None of the studies has been informed by the practitioners working on institutionalizing student success initiatives. Furthermore, the existing framework is borrowed from the business model to reflect the world of higher education, and community college environments, especially.

Missing from this model are the voices and concerns of educational practitioners and educational leaders directing student success projects and struggling to scale them up. There is clearly a need for an educational model of scaling up best practices which, while being informed by other scaling up and sustainability models in fields such as developmental aid, K-12, business model, etc., is focused mainly on the experiences and concerns of community college practitioners and reflects the community college culture and values. For such a model to be created, it is important the researcher becomes familiar with the current challenges faced by community colleges’ educational leaders in their effort to scale up effective practices and programs. In their own words, what are essential elements needed to scale up and institutionalize these best practices? What do they perceive as the most challenging institutional barrier to the scaling up and institutionalization of promising student success programs for underserved communities in higher education? And, above all, related to scaling up and potential
institutionalization, what are some lessons we can learn from faculty and educational leaders currently involved in student success initiatives?

**Statement of the Problem**

Researchers and analysts have recognized the role of investment in human capital as an essential factor for achieving economic growth and for improving the standard of living (CCCSTF, n.d.; Darling-Hammond, 2010; Reich, 2011; Stiglitz, 2013; Wood & Nevarez, 2010). The United States has made major progress in educating all of its citizens. The 20th century has been recognized as the “Human Capital Century” as America “embraced the novel idea that the wealth of nations would be embodied in its human capital stock” (p.11) and invested in schools and particularly in higher education. Accordingly, the United States achieved an unchallenged first place in higher education participation for several decades.

While the United States’ higher education participation rate has stagnated at a rate of 40%, in other countries like South Korea and Russia, students are attending higher education at a faster rate, gradually moving the United States from first place to 12th place among all OECD countries (Flannery, 2011). Scientists have concluded that the lack of sufficient investment in higher education and equitable educational outcomes can exclude entire social groups from the benefits of economic growth and prosperity (Piketty, 2014), thus presenting major issues for the US economy and democracy. The future of American economy and democracy is inextricably linked to educational
attainment, especially in lieu of the fact that by 2018, 63% of all jobs will require some level of higher education (Carnevale, Smith, & Strohl, 2010).

In addition to the stagnant participation rate in higher education, the completion rate is also decreasing, as only “35% of an age cohort in the United States gains a college degree, as compared to about 50% in European countries and 60% in Korea” (Darling-Hammond, 2010, p. 16). The situation is more dire for students of USCHE because, as Darling-Hammond explained, “the pipeline leaks more profusely in every juncture” resulting in much lower completion rates for African American and Latino students (Darling-Hammond, 2010, p. 16).

Community colleges play a critical role in increasing educational attainment in the United States (Darling-Hammond, 2010; Wood & Nevarez, 2010). According to the 2014 Fact Sheet generated by the AACC (2014), 45% of all undergraduate students in the United States attend community colleges and 12.8 million students nationwide select one of the 1,132 community colleges to meet their educational goals, either earning a certificate or degree or transferring to a 4-year institution. In addition, according to this report, respectively 59%, 56%, and 48% of all Native American, Latino, and African American undergraduate students select community colleges while pursuing higher education (AACC, 2014).

In California, the majority of students who attend community colleges are students from underserved communities in higher education, and community colleges play a significant role in the United States higher education arena. In the United States,
almost half of US undergraduate students are seen as essential for workforce training and
development (Kolesnikova, 2009). However, the lower transfer and success rates have
stirred up public sentiment that American institutions of higher education, especially
community colleges, are not meeting the needs and expectations of today’s labor markets.
As public sentiment is intensifying and as community colleges nationwide and in
California are reporting lower rates of student success, educational leaders,
administrators, faculty, and staff in community colleges have been designing a multitude
of student success programs and initiatives.

As stated previously, 13 major nationwide initiatives focus on student success and
college completion, and each state has designed specific educational policies that have
stimulated more state and local initiatives, programs, and pilot projects (CCCSE, 2012).
Despite the proliferation of these nationwide and statewide initiatives, best practices in
improving success for students of USCHE are still very limited and provide services only
to small groups of students. Efforts are underway to broaden the impact of these
programs and initiatives; however, these efforts are facing formidable challenges and are
still elusive.

To scale up and institutionalize California community college best practices,
educational leaders in community colleges need better informed and more research on
scaling up practices for educational programs that generate student success and college
completion for students from USCHE. A scaling-up educational model that reflects the
reality and the culture of community colleges, as well as the work of practitioners, is
Currently needed. This model becomes essential, especially given the urgency of increasing the educational attainment in the United States.

**Nature of Study**

This study explores the following two research questions:

1. What are some of the major barriers faced by educational leaders in community colleges while attempting to scale up student success programs and initiatives aimed at improving the success rate for students from underserved communities in higher education?

2. What institutional or societal changes, according to community college educational leaders, need to take place for student success initiatives to be institutionalized on a larger scale?

Given that scaling up student success programs is a challenging activity that “spreads constructive beliefs and behavior from the few to the many” (Sutton & Rao, 2014, p. ix), the researcher believes a qualitative methodology will best uncover the challenges and successes of educational leaders and practitioners presently involved in this activity (Creswell, 2012; Merriam, 2009; Neuman, 2012). Qualitative methodology will be the most appropriate because it will allow for the study of the experiences of educational practitioners and leaders in their own setting (community colleges) as perceived by them while interacting with the social, economic, and political reality of increasing the educational attainment and student success for all (Creswell, 2012; Merriam, 2009; Neuman, 2012). In addition, given the limited research in the area of
scaling up student success programs for students from USCHE, achieving an in-depth understanding of experiences of these leaders and practitioners in their efforts to design and scale up success programs that will produce equitable educational outcomes is of paramount importance (Patton, 2001).

Presently, there is only one model of scaling up student success programs in community colleges, but it does not adequately explain the scaling up practices in community colleges (Parcell, 2012). This model is adapted from a business model without feedback from the practitioners (Parcell, 2012). In such a scenario, an inductive process is needed to construct a scale up model that will emerge from the experiences of these leaders and practitioners (Merriam, 2009). In addition, this research design utilizes an interpretive, constructivist, and critical research epistemological perspective (Creswell, 2012). Additionally challenging is the current situation to bring about real changes that contribute to equitable educational practices and outcomes (Crotty, 1998).

The researcher is the “primary instrument for data collection and analysis” (Merriam, 2009, p. 15). The author already has some understanding of scaling up practices in her own experience as the coordinator of a student success pilot project designed to increase the transfer rate for students from USCHE. This human instrument presents its own biases; however, the author will carefully monitor her own subjectivity in the entire process of collecting, analyzing, and disseminating the data. The author of this dissertation will use an inductive approach and will strive to derive meaning from seven interviews that will include a community college chancellor, a college president, an
academic senate president, a faculty member, and a classified professional. The goal is to design a scaling up framework for community colleges that is “grounded” in the data; thus, grounded theory will be the most suitable type of research approach to use.

**Theoretical Frameworks**

Two major frameworks are utilized in this research. The first is the framework of organizational theory, especially related to organizational change, and the second is a framework of scaling up effective educational practices. As the researcher is using both frameworks, she also feels a strong need to use social justice and critical race theory as critical lenses while analyzing the changes needed to achieve success for students from USCHE.

Scaling up effective practices in higher education will happen within the context of organizations. It is to this end that researchers and practitioners have to have a solid understanding of organizational theory as an essential ground for scaling up effective practices and programs. Furthermore, scaling up these practices requires an understanding of the role of education, not only as an economic imperative but also as a moral imperative of a more educated and equitable society.

Community colleges as organizations are goal-oriented social entities linked to the outside environment (Daft, 2010; Owens & Valesky, 2010; Poole, Van de Ven, Dooley, & Holmes, 2000). Furthermore, organizational analysts claim that educational organizations despite being structured as rational Weberian bureaucracies are instead loosely coupled systems with high level of decentralization and low levels of
coordination, organization and control (Bidwell, 1965; Meyer & Rowan, 1977; Wieck, 1976). In this case, internal forces that “emanate from within” keep organizations together (Tierney, 1988, p. 3). People and their relationships with each other are the major elements of any organization (Bensimon & Tierney, 1993; McGrath & Tobia, 2008; Schein, 2010; Tierney, 1988). This is why it is essential to account for organizational culture in the design, implementation, and scaling up of student success programs/initiatives.

Organizational culture in community colleges plays an important role in the design, implementation, and institutionalization of student success programs (Bentley, Fangxia, Reames, & Reed, 2004; Bergquist & Pawlak, 2007a; Bolman & Deal, 2008, 2009). Furthermore, research supports that the culture of an educational institution, similarly to that of any enterprise, plays a dominant role in stimulating and sustaining exemplary performance and best practices (Bergquist & Pawlak, 2007a; Bolman & Deal, 2008; Deal & Peterson, 2009; Leimer, 2009). While there are multiple definitions of organizational culture, the definition that culture “denotes a historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms” (Geertz, 1977, p. 28) is one of the most powerful definitions utilized for this research. Culture itself, as defined by the anthropologist Geertz (1977), is the web of meanings and the web of significance. It is within these webs that educational leaders are able to design, implement, and scale up student success practices.
An educational institution’s culture has its own distinctive features, as Willard Waller wrote in 1932: “There are, in the school, complex rituals of personal relationships, a set of folkways, more, and irrational sanctions, a moral code based upon them” (as cited in Deal & Peterson, 2009, p. 5). Failing to understand the importance of organizational culture for the implementation, sustainability, and institutionalization of student success programs inhibits our abilities to address the challenges student success programs are currently facing. This is in part because culture in academic institutions, such as community colleges, should inform all stakeholders about the values and the goals that are of greater importance to the institution and its members (Bess & Dee, 2012). A culture that places value on educational equality can produce dynamic motivational forces for its members and the entire institution. A culture that does not recognize the urgency of addressing the achievement gap in higher education and the importance of innovative practices and programs that will address this gap will not serve as a fertile ground for student success programs, let alone for their scale up and institutionalization (Bensimon, 2005b; Bensimon et al., 2012; Bensimon & Soto, 1997; Bensimon & Tierney, 1992, 1993; Bess & Dee, 2012).

Abundant research exists to suggest that students from USCHE are not well served by the existing organizational culture of community colleges (Bensimon & Tierney, 1993; Steele, 2011; Tierney, 1988; Wong & Tierney, 2001). This new research indicates such institutions need to embrace an equity-oriented culture, which is essential
for equitable educational outcomes for all students (Bensimon & Tierney, 1992; McGrath & Tobia, 2008; Wong & Tierney, 2001).

It is within this organizational culture that the scaling up of student success initiatives will take place. While the framework of scaling up in the field of education is in its initial phase, the scaling up has been well researched in other fields such as engineering, software engineering and technology, public health, nursing, international development, economics, and an array of other fields (Gaffney, Richards, Kustusch, Ding, & Beichner, 2008; Harwell, 2012; Klingner et al., 2013; Lim, Hung, & Huang, 2011). Currently, efforts are under way to draw upon this multidisciplinary knowledge to build a robust educational scaling up framework and model that is a better fit for the field of education (Achieving the Dream & Public Agenda, 2009; Buzhardt, Greenwood, Abbott, & Tapia, 2006; Parcell, 2012; Peters, 2005; Schneider & McDonald, 2006a, 2006).

Nevertheless, the current literature is focused mainly on scaling up educational practices in K-12 education (Elmore, 2004; Harwell, 2012; Klingner et al., 2013; Schneider & McDonald, 2006b) with a special focus put on the importance of professional development, curriculum, and the replicability and fidelity of research models and designs (Schneider & McDonald, 2006b). Elmore (1996) provided the most elaborate framework to date, proposing five models for scaling up (replicating) educational innovation. However, these models focus mainly on professional development and training for teachers and do not capture the nuances of higher
education; neither do they focus on scaling up educational programs and practices that aim at closing the achievement gap in higher education.

Most recently, the Achieving the Dream (2011) national initiative, in partnership with the Public Agenda, produced a report on *Scaling Community College Interventions*. The guide aims at establishing a framework by borrowing from the work of Paul Bloom and Aaron Chatterji of Duke University. In their book *Scaling Social Entrepreneurial Impact*, the authors identified seven organizational capabilities needed to support successful scaling of social enterprise, represented by the acronym SCALERS (as cited in Achieving the Dream & Public Agenda, 2011). The SCALERS essential scaling up practices are: (a) staffing, (b) communicating, (c) alliance building, (d) lobbying, (e) earning generation, (f) replicating, and (g) stimulating market forces (Achieving the Dream & Public Agenda, 2011). Given that community colleges are public institutions, the MDC made some modifications to this framework and created the SCALERS model for community colleges with its seven own elements of: (a) staffing, (b) communicating, (c) alliance building, (d) demonstrating impact, (e) resources, (f) replicating impact, and (g) sustaining engagement (Achieving the Dream & Public Agenda, 2011).

To sum up, the theoretical framework utilized to understand the challenges of scaling up effective and equitable educational practices in community colleges is a blend of organizational culture and the scaling up models. Equitable educational practices are understood within the social justice and critical race theory as the researcher purposely researches the importance of organizational culture as a key to producing equitable
educational outcomes (Bensimon, 1990; Bensimon & Tierney, 1992; Dowd et al., 2013; McGrath & Tobia, 2008; Schein, 2010; Smart et al., 1997; Tierney, 1988).

**Operational Definitions**

**Achievement Gap**

Interchangeably used with the term opportunity gap and learning gap, achievement gap is defined as “any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and minorities, for example, or students from higher-income and lower-income households” (Achievement Gap, 2013, para. 1).

**Comprehensive Innovation Model**

Comprehensive Innovation model delineates that innovation is institutionalized and it impacts all areas of an institution. Often this is recognized by the term educational reform.

**Scaling Up Programs/Initiatives**

Scaling up student success programs and initiatives is generally defined as “expanding, adapting and sustaining successful policies, programs or projects in different places and over time to reach a greater number of people” (Hartmann & Linn, 2008, p. 7). Given the urgency of the student success issue in community colleges, especially for students of USCHE, a second definition of scaling up is also utilized. According to this definition, scaling up “brings more quality benefits to more people over a wider geographical area, more quickly, more equitably,
more lastingly” (Menter, Kaarla, Johnson, & Ashby, 2004, p. 2). A more specific operational definition of scaling up in community colleges is provided by the Scaling Community Colleges Intervention Report (2011) prepared by Achieving the Dream and Public Agenda (a nationwide initiative focusing on student success for students of USCHE). According to this report, a program or initiative is scaled up if:

- The program, service, or policy has an impact on the majority of the defined population and there are measurable improvements or expected outcomes that can be documented.
- The practice or policy has become “business as usual” or has been “institutionalized” for the college.
- A college’s processes are modified to support the program or service (e.g., when the college’s recruitment/enrollment, scheduling and resource allocation decisions are impacted for sustainability).
- Institutional resources and policies are aligned in support of the program, service or policy (Achieving the Dream & Public Agenda, 2011, p. 3).

**Student Success**

Given the open-access nature of community colleges and their diverse student bodies, defining student success requires multiple metrics. The definition of student success in community colleges for this research utilizes the metrics
suggested and used by the Student Success Recommendation Taskforce in the state of California. As such, student success is measured by the following metrics:

- Percentage of community college students completing their educational goals
- Percentage of community college students earning a certificate or degree, transferring, or achieving transfer-readiness
- Number of students transferring to a 4-year institution
- Number of degrees and certificates earned (CCCO, 2013b)

**Student Success Programs/Initiatives/Projects**

A compilation of academic and support services designed to achieve desirable educational outcomes, such as achieving a degree or certificate or transferring to a 4-year college.

**Underserved Communities in Higher Education**

“Underserved” in higher education refers to racial, ethnic, income, and other diverse populations (e.g., first-generation students, English learners, foster youth) in higher education that are disproportionately lower in number relative to their number in the entire population in the United States. “Historically” entails a 10-year or older period of time. African American, Latino, Native American, Native Alaskan, Pacific Islanders, low-income students, first-generation students, and foster youth are included in this category. Educational scholars recognize this definition, but they often refer to it as underrepresented minorities (URM), underrepresented populations, or underrepresented groups. Given the community
focus of community colleges, as well as the empowering elements of communities, the researcher focused more on the power of communities, thus changing the word from minorities to communities. Simultaneously, given that a good quality education is not only the responsibility of individuals and communities but is also the responsibility of educational institutions, the researcher believes the term underserved communities in higher education, is a more much appropriate term to describe these communities. In addition, this term focuses on the culture and the surroundings of these students as they work, live, and learn in community with each other. It is within this cultural context that learning takes place.

**Limitations**

What are some essential elements of scaling up best practices and programs? What have educational leaders learned in their quest for institutionalizing practices that would produce equitable educational outcomes for students of USCHE? These are questions the researcher answered and that guided the development of an educational scaling up model; but they are still imperfect and incomplete since these answers were generated by the experiences of only 14 educational leaders who were involved in these initiatives in their diverse roles as chancellors, college presidents, college deans, senate presidents, faculty, and classified professional staff. Nevertheless, these in-depth personal experiences add more nuances to the practical challenges and essential elements for
scaling up equitable educational practices in community colleges and will hopefully create a potential path for future research.

**Significance**

As success for students of underserved communities in higher education has become the major goal of educational services and policies for community colleges, and as the landscape of community colleges nationwide, especially in California, filled with student success programs and initiatives, these programs continue to be “islands of innovations” and fail to be institutionalized or replicated on a grander scale (CCSE, 2012; Elmore, 2004; Harwell, 2012; Klingner et al., 2013).

Scaling up practices that produce equitable results have been the focus of research and exploration for K-12 education; however, the research in community colleges is in its initial stage. This initial stage includes increased awareness about best or “high impact practices” and suggestions to replicate them. Missing from this research are solid theoretical frameworks that guide the work of educational leaders and practitioners in their day-to-day efforts to institutionalized best practices (Spradlin et al., 2010). Such a framework starts with an exploration of the lessons learned by educational leaders who have been engaged in designing, implementing, and attempting to scale up effective educational practices and programs.

Given the current meager success rate in community colleges, especially for students from underserved communities in higher education, and provided the strong correlation between community college success and overall educational attainment in the
United States, it is imperative that best practices are extended to produce effective and equitable educational outcomes to a larger number of students (Spradlin et al., 2010).

An institutionalized program can have the long-term impact essential for student success for all students, and especially vital to closing the achievement gap in higher education. Thus, it is imperative and urgent the research highlights current barriers and challenges to the institutionalization of these programs, which in turn will result in policy and practice changes essential for student success.

This study explored the challenges of educational leaders engaged in student success program and initiatives as well as their suggestions for needed changes in micro-, mezzo-, and macro-level practices. The study particularly may shed more light on the essential elements needed for the scaling up and institutionalization of practices and strategies that will yield more equitable educational outcomes. The feedback and the data collected from the practitioners, along with the current research in scaling up educational practices could serve as a pilot study to begin to investigate elements of educational scaling up model for community colleges practitioners.

Students from underserved communities in higher education have proven time and time again that they can succeed within programs and initiatives designed to address their learning needs and learning styles. However, while some students succeed, many more are left behind because most programs are not inclusive of all students. More insight from leaders who have labored hard to design, implement, and carry through successful initiatives serve as an impetus for more successful programs and, most
importantly, more effective institutional practices. In addition, this research will add more knowledge to the field of scaling up educational practices in community colleges.

**Conclusion**

This study highlights the lessons learned from educational leaders who have been engaged in student success programs and initiatives involving students from USCHE. Their insight and experience guide present and future leaders in their programs and practices and empower policy changes that enable more holistic and comprehensive educational practices implemented institutionally and, on a larger scale, to address the educational needs of these students. Presently, most of the research literature is geared toward the elements of different student success programs by highlighting best practices (Spradlin et al., 2010). Nevertheless, the voices and experiences of educational leaders who have been active in the design, implementation, and institutionalization of these programs are missing in this research. We cannot build theoretical frameworks for scaling up educational practices in community colleges without a thorough and complex exploration of successes, challenges, and perspectives of practicing educational leaders (Creswell, 2012).

Chapter 2 provides a summary of the current peer-reviewed and relevant literature highlighting the importance of community colleges as a solution to improving the problematic educational attainment in California and in the United States, which in turn is essential for economic growth and democracy. A detailed analysis of the importance of human capital for a prosperous economy and for an effective democracy is followed by
an in-depth exploration of the current research on scaling up theories pertaining to educational practices in higher education and in community colleges in particular. Chapter 3 describes the methodology of this research, providing more in-depth justification for utilizing qualitative methods and more precisely the constructivist grounded theory approach. Chapter 4 presents the student success scaling up framework as grounded in the insight and experiences of 14 student success educational leaders and practitioners in community colleges. This framework is placed in the context of the role of the community colleges in the overall attainment in higher education and the role the communities and state and federal policy play in facilitating scaling up of student success for students from USCHE and is supported by the voices and experiences of the research participants. Chapter 5 serves as a chapter of discussion, reflection, and limitations of research and provides an opportunity to present a better proposal for the role of communities and industries and state and federal policy in making student success for underserved communities in higher education doable, possible, and attainable. Chapter 5 also emphasizes the need for future studies that will increase the validity and the transferability of the scaling up student success framework.
Chapter 2

REVIEW OF RELATED LITERATURE

As analyzed in Chapter 1, the student success mission of community colleges has been at the center of the discussion as educators, policymakers, accreditors, leaders, and scholars have shifted attention away from the open-access element to educational outcomes and accountability (McLendon et al., 2006; Seybert, 2002; Shulock, 1999; Shulock & Moore, 2005). The low success rate of students from USCHE has been of particular concern since their success rates are much lower compared to those of White students (21st Century Commission on the Future of Community Colleges, 2012; Shulock & Moore, 2005; Wood & Nevarez, 2010). The low success rate has been closely correlated to the stagnating educational attainment in the United States (OECD, 2013, n.d.) and to the economic growth and economic prosperity (Bady & Konczal, 2012; Darling-Hammond, 2010; Mullin, 2012). As a result, nationally and in the state of California, there is a real sense of urgency for addressing the low success rate of these students by designing and implementing student success programs and initiatives. While Chapter 1 focused on the current programs/initiatives nationally and in the state of California, Chapter 2 provides a more in-depth review of literature on the current educational attainment in the United States and the role of community colleges in increasing the educational attainment. Chapter 2 also delivers a summary of the current research on the correlation of education and human capital. Furthermore, this chapter focuses on a historical analysis of scaling up research, particularly on scaling up in
education. The research reiterates the importance of organizational culture as an essential element for scaling up best practices. The literatures exposes the need for a substantive framework for scaling up practices in community colleges, informed by practitioners and educational leaders and applicable to the socio political, economic, and social reality of community colleges.

**Community Colleges as a Solution to Increasing Educational Attainment in the United States**

The 20th century has been recognized as the “Human Capital Century,” as the United States has invested in schools, particularly in higher education, and achieved an unchallenged first place in higher education participation for several decades (Goldin & Katz, 2010). However, presently the United States has been contested by many other countries and has fallen from 1st place to 12th place amongst all OECD countries (Flannery, 2011).

The stagnant higher education participation rate is accompanied by a low completion rate: only “35% of an age cohort in the United States gains a college degree, as compared to about 50% in European countries and 60% in Korea” (Darling-Hammond, 2010, p. 16). This combination has generated major concerns about the economic growth and the economic prosperity of the United States, since educational attainment is tied to economic growth, economic prosperity, and democracy (Cohen, Brawer, & Kisker, 2013; Darling-Hammond, 2010; Goldin & Katz, 2010; Ravitch, 2011; Wagner, 2010; Wood & Nevarez, 2010). As a result, higher educational attainment is at
the forefront of federal and state policy and agendas. In this discussion, special attention is given to students from USCHE who have much lower completion rates.

Community colleges are seen as the formidable solution to increasing educational attainment in the United States (Darling-Hammond, 2010; Wood & Nevarez, 2010), given that 45% of all undergraduate students in the United States attend community colleges and 59%, 56%, and 48% of all Native American, Latino, and African American undergraduate students, respectively, select community colleges as their first choice for pursuing a higher education (AACC, 2014). Hence, student success in community colleges has captured the attention of policymakers, educators, researchers, major philanthropists in the United States, and the community at large. As postsecondary education has become essential in the 21st century, and as the United States is losing its competitive advantage in education, community colleges are seen as the most formidable solution for equipping most of the US society’s members with the knowledge and skills required by labor markets.

“Without the presence of community colleges, many students would not have had access to higher education, let alone been able to earn a postsecondary degree” (Wood & Nevarez, 2010, p. 79). The open-access element of community colleges, as well as their relatively low tuition and fees, have made community colleges the most attractive option for low-income students, students of color, first-generation students, and all students from USCHE. As a result, community colleges in the United States are the most diverse
environments in higher education, and this diversity includes race/ethnicity, gender, age, socioeconomic status, national origin, and more.

However, while the open-access element of community colleges has provided ample opportunities for all students who want to pursue higher education, the student-success element of community colleges’ missions has become the major focus of discussion (Bensimon, Malcom, & Longanecker, 2012; Shulock & Moore, 2005). Community colleges have been criticized for their “inability to aid students in actualizing their goals” by further contributing to the achievement gap, which is defined as “pervasive success disparities among students on academic performance indicators” such as retention/persistence, graduation, and transfer rates (Wood & Nevarez, 2010, p. 8).

Because student success and educational attainment are strongly correlated with economic growth and economic prosperity (Bady & Konczal, 2012; Darling-Hammond, 2010; Mullin, 2012) the inability of community colleges to prepare students for the needs of the 21st century economy has sounded the alarm for an urgent change and student success has taken precedence over the open-access element. As a result, student success initiatives and programs are dominating the landscape of community college education at the federal and state levels.

The state of California, like all other states in the United States, is engaged in designing, implementing, and disseminating best practices/programs informed by the most current research in the field of retention/persistence and student engagement. These student success projects have been effective in improving the success rate for students
from USCHE. However, while the research on the factors that contribute to the achievement gap in community colleges and higher education has been abundant (Engstrom & Tinto, 1997, 2008; Tinto, 2000), little attention is given to scaling up these best practices. Scaling up student success practices in community colleges is vital to the improvement of the educational attainment of students from USCHE. This chapter focuses on the current literature on student success programs in community colleges and the focus on human capital, the current scaling up literature in higher education—in its infancy stages—and the literature on the correlation between organizational culture and scaling up innovations. This literature review supports the necessity of an educational scaling up framework designed and informed by educational leaders and practitioners currently engaged in scaling up student success programs in community colleges.

**Education and Human Capital: A Historical Analysis**

The 20th century has been recognized as the “Human Capital Century” as all nations “even the poorest ones, provided elementary schooling and beyond to most of their citizens” (Goldin & Katz, 2010, p. 1). The United States took it upon itself to expand higher education to all people, not only to those who could afford it (Douglass, 2007; Goldin & Katz, 2010; Wood & Nevarez, 2010) and emphasized the importance of investment in human capital as an essential element for economic growth (Reich, 2008, 2011, 2012; Stiglitz, 2013).

The focus on economic outcomes has been the political and theoretical discourse of politicians, policymakers, economists, social scientists, educators, and even members
of the community at large in the United States during the entire 20th century (Darling-Hammond, 2010; Kantor & Lowe, 2011; Ravitch, 2011; Stern & Axinn, 2011; Wood & Nevarez, 2010). Darling-Hammond (2010) described the importance of high-quality education as a “public good that is essential for the good of the public” (p. 328). Kantor and Lowe (2011) pointed out that this focus was disseminated when Horace Mann1 proclaimed the idea that education has both individual and collective benefits in his well-recognized Fifth Report to the Massachusetts Board of Education in 1841. The collective economic benefits of education argument generated the much needed support for using local taxes to fund public education for all children. Tying the value of education with “a demonstration of its monetary value to workers and manufacturers in the Commonwealth” garnered the much needed support for public educational funds (Douglass, 2007, p. 17). His previous emphases on the moral and civic value of education were not as successful. The growing importance of knowledge in the production process, popularized as the “knowledge economy,” emphasizes the role of higher education as an engine for economic growth (Douglass, 2007, p. 17). The argument that higher education provides benefits to societies, not only to individuals, transformed education from a personal to a public good.

The human capital approach has been an effective strategy to achieve the much needed political support for major federal educational policies such as the National

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1Horace Mann was an educational reformer and a politician. In his role as the Massachusetts’s Secretary of Education he advocated for universal public education. He emphasized the importance of universal education for a democratic society.
Defense Educational Act (1958), the Elementary and Secondary Education Act (1965),
the No Child Left Behind Act (2001), and most recently Race to the Top.

Simultaneously, the same emphasis on education as an economic public good was used
effectively to garner support for educational reforms at the state level, something the idea
of education as a vehicle to “egalitarian ideas” and public safety had failed to do
Paul K. Hubb, the second superintendent of public instruction in California:

> It is purely ridiculous and mean in the individual to say that I would not invest for
the education of the children of others. You pay for roads over which you never
travel, and you pay for prisons which you never inhabit. (p. 32)

His frustration with the people of California, while well justified, did not provide
results. A call for education as a moral imperative was not successful in generating the
much needed public support. However, an emphasis on the need for workers trained and
educated to contribute to the state’s economy, as well as the contributing role of science
and knowledge to the economic progress, brought about more public support and public
investment (Cohen et al., 2013). The California Master Plan itself would not have been
possible without an emphasis on the role of education as “the most profound and
influential… socioeconomic engineering” model essential for economic growth and
economic prosperity (Douglass, 2007, p. 17). Educators and analysts have praised its
role of assisting the economic transformation from the industrial to the technology age
focusing mainly on the connection of education to economic growth (Burdman, 2009a;
Darling-Hammond, 2010; Douglass, 2007; Wood & Nevarez, 2010).
The presence of the human capital approach is also clear in the most recent California State Chancellor's Office 2012 report. The report states that California Community Colleges are “vital” to the state economy. According to this report, 112 community colleges in the state of California serve 2.5 million students and employ 85,000 Californians. In addition, 25% of US community college students are enrolled in a California community college, thus extending the reach of California Community Colleges (CCC) from just California to the entire nation. California community college graduates and certificate earners are “fueling” the California economy and provide essential tasks imperative for the welfare of California. The majority of firefighters, nurses, and police officers are educated in the California community college system: 80% of firefighters, police officers, and EMTs are trained at community colleges in California and 70% of the nurses have graduated from California community colleges. In addition, 48% of the UC’s bachelor degree holders in STEM majors transferred from community colleges (California Community Colleges [CCC], 2011).

Numerous studies and reports conducted by public or nonprofit organization have documented, researched, and quantified the importance of education, especially community college education, and its direct relationship to a robust, healthy, and prosperous economy (Burdman, 2009a; California Community Colleges, 2011). As the economy advances technologically, it becomes essential that the education system keeps up with the technology by supplying an educated workforce at the same rate of technology growth. The race between technology and education was a competitive one
for the most part of the 20th century (Goldin & Katz, 2010; Piketty, 2014). The United States’ higher education system supplied an educated workforce at an annual rate of 3.8% each year during that time. This situation changed at the tail end of the century and remains the same in the 21st century. These changes have been researched within the context of education, being shaped by public policy, financing methods, and public investment.

Claudia Golding and Lawrence Katz—both economists—researched the wage gap between workers who graduated from college and those who had earned only a high school diploma. The comparison spanned from 1890 to 2005. The wage gap between the two groups decreased steadily until the 1970s but started to increase in the 1980s, which coincides with the date when the college graduation rate in the United States started to decline. Thus, Golding and Katz concluded that the source of widening income inequality in the United States is attributed to the inability of education to keep pace with the technology growth as the result of insufficient investment in education. They completed the research by recommending that the only way to reverse the current trend of widening income inequality in the United States is to invest heavily in education by making it accessible and affordable to more people (Goldin & Katz, 2010).

Golding and Katz’s (2010) research asserted that human capital is not only essential for economic growth, but it is also seen as the major cause of income inequality in the United States. This widening inequality has been defined as the top concern in the United States and during his remarks to the Center for American Progress, President
Obama stated that “economic mobility is breaking down and the growing income gap is a ‘defining challenge of our time’” (Kaplan, 2013, para. 1).

Figure 3. The vicious cycle of lower success rate, lower economic growth and increasing income equality.

As a result of this growing income gap, as well as of the ripple effect of low human capital, the rhetoric on higher education, particularly community college education, is dominated by the importance of educational attainment as an essential tool for economic growth and economic prosperity (AACC Staff, 2014; Bailey & Morest, 2006; Levin, Beach, & Kisker, 2009; Piketty, 2014). As educational attainment has
become a major political and social issue in the United States, the federal government has identified community colleges as part of the solution (Brock, 2010; Burns, 2010; McClenney, 2013). More specifically, it has become essential that community colleges work more effectively to improve the completion rate for students from USCHE who have the lowest success rates compared to other students (Bensimon, 2007; Brock, 2010; Kim & Díaz., 2013).

**Scaling Up Best Practices Essential to Improving Educational Attainment and Human Capital**

Researchers in the United States have been addressing issues of scaling up for a long time (Schneider & McDonald, 2006; Sutton & Rao, 2014). A basic database search on scaling up research literature generated thousands of peer-reviewed articles and books. One of the earliest studies of scaling up research was conducted in the field of chemical engineering more than a century ago (Schneider & McDonald, 2006). During the 20th century, scaling up became a major research topic for other industries such as health, agriculture, developmental aid, international development, government, business, and an array of other industries (Bloom & Skloot, 2010; Elmore, 2004; Hartmann & Linn, n.d.; Peters, 2005; Schneider & McDonald, 2006a; Sutton & Rao, 2014). The common themes across all these diverse industries are issues that pertain to the ability of organizations and industries to effectively utilize financial and human resources to ensure the sustainability and success of scale-up efforts for the entire industry (Aladjem, 2006; Harwell, 2012; Parcell, 2012; Peters, 2005; Schneider & McDonald, 2006a; Sutton & Rao, 2014). As
such, scaling up is perceived as the application of effective and efficient interventions or practices in a larger context within the industry (Aladjem, 2006; Harwell, 2012; Schneider & McDonald, 2006). However, it was not until recently that scaling up has become a topic in the field of education. A historical background on scaling up practices in the field of education, followed by an analysis of the current efforts and practices provide a robust and thorough understanding of issues of scaling up educational practices in the United States.

**Historical Background of Scaling Up Educational Practices in the United States**

Geoffrey D. Borman *National Efforts to Bring Reform to Scale in High-Poverty Schools* provides a succinct history of the national efforts to address the academic achievement of high-poverty elementary and secondary schools in the United States. The history starts in 1965 with Title I of the Elementary and Secondary Education Act (ESEA), which was a major part of the “War on Poverty” programs of Lyndon B. Johnson administration. With the early implementation of Title I came issues related to “ineffectual policy and a nearly nonexistent knowledge base of how to improve schools for the disadvantaged”(Schneider & McDonald, 2006b, p. 42). Initially, the Federal government did not set up clear prescriptive regulations on the utilization of Title I; as a result, schools were using these funds as a general aid fund, rather than implementing effective programs that would improve the academic achievement level (Schneider & McDonald, 2006b). However, in the 1970s, the policy changed to ensure that implementation of Title I became a “collaborative concern and professional responsibility
of local, state and federal administrators” (Schneider & McDonald, 2006b, p. 43). In addition, this program had to demonstrate that the services provided supplemented the regular education by providing something “extra.” This resulted in positive outcomes for the disadvantage students as supported by the longitudinal data from the National Assessment of Educational Progress (NAEP) indicating, “tremendous progress beginning during the 1970s and 1980s in closing the persistent achievement gaps separating poor and more advantaged children and African American and white students” (Schneider & McDonald, 2006b, p. 49).

The social, cultural, and political environment of the 1960s resulted in public policy that produced significant results with regard to reducing the achievement gap in elementary and secondary education. The current focus on community colleges as the solution to improving human capital and overall educational attainment for all students in the United States can serve as a catalyst for a more effective public policy that provides sustainable and continuous funding for community colleges, specifically geared toward the reduction of the achievement gap in higher education.

**Current Literature on Scaling Up Educational Practices**

The first book on scaling up in education was published in 2006 by Barbara Schneider and Sarah-Kathryn McDonald. Schneider and McDonald, in collaboration with the Interagency Education Research Initiative (IERI) and the University of Chicago, co-edited the two-volume book *Scale-Up in Education* (2006). The first volume, titled *Scale Up in Education: Ideas and Principles* (2006a), came as the result of the invitational
conference hosted by the Data Research and Development Center (DRDC) in November 2003. The goal of the conference was to provide members of the IERI with research on scaling up practices, programs, and methodologies in chemical engineering, manufacturing, software engineering, management and organizational theory, economics, public health, sociology, and other areas (Schneider & McDonald, 2006a). The conference participants were charged with the task of conceptualizing, designing, and measuring scale-up programs for educational institutions by drawing upon research and literature in the other fields.

The result was a book that produced more rigor and analytical tools essential for the outcome evolution of best practices. Fourteen chapters on scaling up educational practices comprise the first volume of the book and the information is organized into three areas: (a) conceptualization issues, (b) lessons from other fields, and (c) successful scale up in transforming organizations. Of particular importance in the conceptualization section was the article by David C. Cohen and Deborah Loewenberg who defined innovation as a “departure from current practice-deliberate or not, originating in or outside of practice, which is novel” (as cited in Schneider & McDonald, 2006a, p. 19). In this chapter, Cohen and Loewenberg provide a comprehensive analysis of the current failure of innovative practices as they state that while practitioners devise many innovations, the lack of incentives for substantive change “inhibit their diffusion” (Schneider & McDonald, 2006a, p. 30). The authors predicted that innovations that originate from social and cultural rather than educational changes “could achieve broad
adaptation and use” (Schneider & McDonald, 2006a, p. 31). More specifically, the authors stated that as the result of the antipoverty programs in the 1960s, African American and Latino students experienced a dramatic reduction in reading and math achievement between early to mid-1970s and the mid-1980s. Although the authors focused mainly on innovations pertaining to K-12 education, this particular finding regarding the school achievement for African American and Latino students can be expanded to the community college environment. The current focus on human capital and the pivotal role community colleges play in increasing the educational attainment can serve as a catalyst of a larger and more sustainable educational reform.

According to Cohen and Lowenberg, the self-sustenance element of innovations is another major element of scaling up. For self-sustenance to happen, these authors recommend an “intensive, sustained support for implementation (Schneider & McDonald, 2006a, p. 33). Within the current focus on the importance of the community colleges as the optimal solution to the much needed human capital, there is a clear need for the evaluation of a continuous source of support be it financial, cultural, or political support. Given the current level of financing community colleges, especially in California, and the fragmented and temporary funding sources of student success programs and initiatives, there is a need for more stable sources of funding which can provide the needed continuous support for these programs to be sustainable and scalable.

Another major contribution of Schenider and McDonald (2006a), relevant to scaling up in community colleges, is their assertion, “scale is as much a qualitative as a
quantitative problem” since major barriers of implementation and scaling up are of a qualitative matter (p. 35). Yet, most of the recent research has been on exploring the quantitative aspects of scaling up such as adaptation, implementation, and fidelity issues. Given the qualitative nature of barriers for scaling up educational practices, it is essential the literature regarding scaling up in community colleges pays attention to the voices and experiences of educational leaders and practitioners working against those barriers to keep student success efforts at the forefront of the institution’s work and to magnify their impact to a larger scale. It is the intention of this research to enrich and expand the literature on scaling up by exploring the experiences of educational leaders and practitioners who have been engaged in scaling up efforts in community colleges, with the intention of creating a substantive framework that would be both practical and effective. This purposeful and in-depth exploration of the scope and depth of the interventions needed to transform student success programs from “islands of innovation” to an institutional culture is essential for devising and sustaining change for educational equity and for academic success for students from USCHE.

Volume II, Scale-Up in Education: Issues in Practice, focuses on best practices that have produced academic success for disadvantaged student populations, as the authors describe African American, Latinos, and low-income students. While all the examples focused on K-12 education practices, they provide incredible insight into the qualitative aspects of scaling up best practices such as addressing issues of organizational
adjustments to internal and external factors by focusing on providing compelling evidence as to why these practices need to be scaled up.

Most of the best practices profiled in this volume are small innovations that address specific issue such as scaling up middle science curriculum, scaling assessment-driven instruction using the internet, or scaling assessment-driven instruction. Every article reiterates the complexity of scaling up effective practices and the necessity of scientifically based evidence and literature. Another challenge common to all the innovations highlighted in this volume is that of assessing the effectiveness of innovations as they are brought to scale. While the randomized trials are seen as the most effective way to assess, they are oftentimes not feasible on the grounds of limited financial resources and ethical violations (Schneider & McDonald, 2006).

While Schneider and McDonald published the first book specifically devoted to scaling up educational practices, there have been several other educational researchers who have written on the issue. One of the most prominent researchers is Richard F. Elmore who has been contributing significantly to the issue of scaling up in K-12 education (Elmore, 1996, 2004; Elmore & City, 2011; Elmore & Fuhrman, 2001). According to Elmore (1996):

While many children and young adults in school districts and communities around the country have long benefited from the tremendous accomplishments of successful teachers, schools and programs, replicating this success on a larger scale has proven to be a difficult and vexing issue. (p. 1)

In his historical analysis of innovation in education in the United States, Elmore asserted that innovations distant from the day-to-day activities of schools are more likely
to be scaled up faster and societal and political context can have a major impact on schools (Elmore, 2004). To support this assertion, he reviewed examples of innovators who challenged the core of schooling and who made a resultant huge impact on education. More specifically, he focused on John Dewey and the Progressive Era. During Dewey’s period, the core of schooling changed from being teacher-centered to being pedagogy-based. John Dewey’s lecture on School and Society in 1899 and his social criticism approach of the role of education transformed education from an isolated activity to education as a necessity for a better life (Elmore, 2004).

Another example provided to support Elmore’s (2004) assertion is the case of Gary, Indiana superintendent William Wirt, who in 1907 initiated the “Gary Plan” comprising playgrounds, laboratories, libraries, and other educational facilities that transformed school into a community institution. Other examples from the Progressive Era and from the 1950s and 1960s reforms (recognized as the Curriculum Reform) support his claim that political forces can have a stronger impact on scaling up practices. However, institutional structures of schools are of equal importance, according to Elmore (2004). He cited David Cohen when he stated that individual values of educators as well as incentives provided are essential to scaling up practices in addition to the political context. The biggest challenge in scaling up educational practices has been on how to expand innovations beyond the few educators who are “intrinsically motivated individuals” and “typically highly engaged in the world outside of their workplace” to all educators (Elmore, 2004, p. 29).
Elmore proposed four main ideas that would address the problem of scale in education. The first idea is to develop strong external normative structure for practice, which would institutionalize best practice and would require that educators start “looking outward at challenging conceptions of practice, in addition to looking inward at values and competencies” (Elmore, 2004, p. 31). The second suggestion is that schools develop organizational structures that intensify and focus the intrinsic motivation of educators. These structures need to be small but diverse, where the more energetic and motivated educators work together with other educators who might be less energetic and more skeptical. Elmore (2004) also suggested that educational institutions need to create intentional processes for reproduction of successes as well as create structures that promote learning of new practices and incentives. Figure 4 provides a clearer visual depiction of Elmore’s four essential elements of effective scaling up educational practices.
Figure 4. Four essential elements of scaling up educational practices.

These suggestions specifically focus on the realities of K-12 education, but they are quite relevant to any educational setting and especially to community college. Furthermore, they focus on the structural and institutional changes that need to take place for innovative practices to be scaled up and utilized by more educators and the entire institution. Of great importance to community colleges is the call for new capacities and a different organizational approach to scaling up practices.

The need for new organizational structure is one of the key recommendations of a recently published report, which specifically focuses on scaling up best practices in community colleges. Prior to providing a detailed analysis of this report, it is important to state that while the education literature in scaling up is in its infancy, the research in scaling up practices for community colleges has just started.
Scaling Up Best Practices in Community College Literature

A thorough search of the existing literature on scaling up in community colleges results in only two reports. One of them was written in 2012 by Abby Parcell, the MDC manager. MDC is a nonprofit organization created in 1967 with the goal of helping the South build a racially integrated and high-performing workforce. Currently, MDC manages several programs in the US to connect education, employment, and asset building. The second report is a guide published by Achieving the Dream Initiative in collaboration with the Public Agenda (2011), focusing on practical advice and elements essential to scaling up student success in community colleges.

Parcell’s (2012) report, titled *More to Most: Scaling Up Effective Community College Practices*, focuses specifically on the importance and urgency of scaling up practices in community colleges because, as the report states, community colleges are not only being “asked to soothe out some of the toughest educational and economic woes,” but they are also asked “to do is at scale” (p. 2). This report delineates a framework of scaling up effective educational practices derived by the SCALERS framework created by Paul Bloom of Duke University Center for the Advancement of Social Enterprise (CASE) within the Fuqua School of Business. While Bloom (as cited in Parcell, 2012) identified seven capacities essential for scaling up best practices for entrepreneurs (staffing, communicating, alliance building, earning generation, replicating, simulating market forces), Abby Parcell and MDC adjusted the elements to the realities of community colleges to come up with a variation of SCALERS for community colleges.
The report utilized Greg Dees’s definition of scaling up practices (Greg Dee is the founder of MDC). According to his definition, scaling up practices means “increasing the impact a social-purpose organization produces to better match the magnitude of the social need or problem it seeks to address” (Parcell, 2012, p. 3).

The elements essential for scaling up best practices in community colleges, as adapted by the SCALERS model, are staffing, communicating, alliance building, demonstrating impact, resources, replicating impact, sustaining the engagement. Table 1 provides a vivid description of seven elements of organizational capabilities that support successful scaling of social enterprise, recognized by the acronym SCALERS and modified by the MCD to apply to the organizational realities of community colleges.
Table 1

SCALERS Elements Applied to Community Colleges

<table>
<thead>
<tr>
<th>SCALERS as Defined by Bloom &amp; Chatterji</th>
<th>SCALERS at the Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staffing</strong></td>
<td><strong>Staffing</strong></td>
</tr>
<tr>
<td>“The effectiveness of the organization at filling labor needs...with people who have the requisite skills for the needed positions, whether they be paid staff or volunteers”</td>
<td>The effectiveness of the college at marshalling resources at their disposal to meet labor needs, including faculty, staff, &amp; student employee positions, leadership &amp; data collection &amp; analysis</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
<td><strong>Communicating</strong></td>
</tr>
<tr>
<td>“The effectiveness with which the organization is able to persuade key stakeholders that its change strategy is worth adopting and/or supporting”</td>
<td>The effectiveness with which the college is able to articulate clear goals &amp; persuade faculty, staff, &amp; students to adopt &amp; support the strategy</td>
</tr>
<tr>
<td><strong>Alliance-Building</strong></td>
<td><strong>Alliance-Building</strong></td>
</tr>
<tr>
<td>“The effectiveness with which the organization has forged partnerships, coalitions, joint ventures, and other linkages to bring about desired social changes”</td>
<td>The effectiveness with which the college is able to engage the necessary parties, forming alliances that support the strategy</td>
</tr>
<tr>
<td><strong>Lobbying</strong></td>
<td><strong>Demonstrating Impact</strong></td>
</tr>
<tr>
<td>“The effectiveness with which the organization is able to advocate for government actions that may work in its favor”</td>
<td>The effectiveness with which the college is able to demonstrate to institutional, state, and federal decision-makers that strategies have substantial benefits, relative to costs</td>
</tr>
<tr>
<td><strong>Earnings Generation</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>“The effectiveness with which the organization generates a stream of revenue that exceeds its expenses”</td>
<td>The effectiveness with which the college manages &amp; secures resources to sustain the strategy’s infrastructure—staffing, space, technology, etc.</td>
</tr>
<tr>
<td><strong>Replicating</strong></td>
<td><strong>Replicating Impact</strong></td>
</tr>
<tr>
<td>“The effectiveness with which the organization can reproduce the programs and initiatives that it has originated”</td>
<td>The effectiveness with which the college develops institutional expertise &amp; commitment to support quality implementation of an expanded strategy</td>
</tr>
<tr>
<td><strong>Stimulating Market Forces</strong></td>
<td><strong>Sustaining Engagement</strong></td>
</tr>
<tr>
<td>“The effectiveness with which the organization can create incentives that encourage people or institutions to pursue private interests while also serving the public good”</td>
<td>The effectiveness with which the college can create incentives that encourage college leadership, faculty, staff &amp; students to participate in &amp; value the strategy</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream & Public Agenda (2011, p. 17)

Table 1 reiterates:

- the importance of sufficient financial resources.
- the significance of effective communication that will garner support from the college community.
• the urgency of alliance building with community resources, policymakers, and other stakeholders.
• the necessity for documenting the outcome of these initiatives and for providing a cost-benefit analysis that will make these initiatives more visible and attractive for policymakers and community members at the local, state, and federal levels.
• the significance of resource management to not only provide clear cost-benefit outcomes but also to indicate accountable use of resources.
• the prerequisite of professional training and workshops that will allow more community college members engage in these efforts and to ensure the sustainability of these results.

Figure 5 provides another visual illustration of the SCALERS model of community colleges.
This model is praiseworthy, especially granted that it is the first model specifically designed for community colleges. However, as previously stated, this model is simply adapted by the SCALERS model without any feedback from practitioners and educational leaders in community colleges and without thorough research on previous contributions to this issue by educational leaders and practitioners in K-12 education. Furthermore, the second publication devoted to scaling up practices in community colleges, *Scaling Community College Interventions*, prepared by Achieving the Dream Initiative and the Public Agenda (2011), utilizes the same framework. The SCALERS for community college framework is used as a foundation for providing specific tools to community college leaders in their efforts to scale up effective interventions. As such, the report resembles a working guide for practitioners and leaders in community college.
Scaling Community College Interventions focuses on the need for better leadership and governance support, the shortage of financial and human resources, the deficiency of research capacity, the lack of faculty and staff support, and intervention adaptation as major current challenges faced by pilot projects in their efforts to go to scale (Achieving the Dream & Public Agenda, 2011). The findings for this report came from Public Agenda’s research and exploration of promising practices for scaling student success innovation. However, the report falls short of providing in-depth information about the methodology of data collection. While it is important the scaling up models in education draw upon the multidisciplinary literature on scaling up innovations and best practices, it is equally critical that community colleges practitioners work on designing a model that pertains to their everyday efforts of attempting to scale up student success initiatives/programs and one designed by community college practitioners. The methodology of this dissertation study will provide a more robust understanding of major barriers to scaling up student success programs and better insight into strategies for success.

Practitioners’ Voices and Feedback Essential for an Informed Scaling Up Framework for Community Colleges

Drawing from the experiences of innovators to design an effective scale up model and utilizing interviews and case studies is a methodology used effectively by Sutton and Rao as they discussed in their book Scaling Up Excellence: Getting to More Without Settling for Less (2014). The book is a product of seven years of scaling up literature
research, interviews, and case studies with people who have been successful at scaling up best practices. Five principles guiding successful scaling efforts were “grounded” on academic research, interviews, and case studies. These principles are: (a) Hot Causes, Cool Solutions: Stoking the Scaling Engine, (b) Cut Cognitive Load: But deal with Necessary Complexity, (c) The People Who Propel Scaling: Build Organizations Where “I Own the Place and the Place Owns Me,” (d) Connect People and Cascade Excellence: Using Social Bonds to Spread the Right Mindset, and (e) Bad is Stronger than Good: Clearing the Way for Excellence (Sutton & Rao, 2014).

Targeting beliefs and behaviors in an organization is key to connecting hot causes with new solutions, according to Sutton and Rao (2014). A hot cause is communicated by “creating and sharing stories, symbols, language, reasons—the beliefs and emotions that flow from a mindset” (Sutton & Rao, 2014, p. 70). However, beliefs alone are not sufficient, and leaders and teams need to tackle both the beliefs and the behavior angles by “stoking a virtuous cycle” (Sutton & Rao, 2014, p. 79). The principle of “stoking a virtuous cycle” (p. 79) is of particular interest to this research since both authors emphasized the importance of “naming the problem” (p. 70) (low success rate for students from USCHE as a major issue to educational attainment in the United States), “naming the enemy” (funding, organizational practices, organizational culture) (p. 81), “doing it where all can see” (p. 84) (disseminating best practices), “breaching assumptions” (p. 86) (question the achievement gap in community colleges), creating gateway experiences to guide transition to new behaviors (better and more integrated academic and student
services and organizational practices that focus on student success for students from USCHE), “creating new rituals and better rituals” (p. 90) (focus on student success for all students), leaning on people “who cannot leave well enough alone” (p. 91) (tap the human resources of people who would like to challenge the current success rate for students from USCHE, are flexible, are long-term thinkers, and are ready for new challenges). Cutting the cognitive load refers to the complexity that scaling up efforts can add to an organization. Most scaling innovations start with small groups, and as the innovation progresses and gets scaled up the “extra hands and minds” are needed to “lighten the burden;” however, they can also “carry nasty side effects” (Sutton & Rao, 2014, p. 101). The authors advise strategies such as “subtraction” (p. 110) (getting rid of unessential elements), “making people squirm” (p. 117) (adding new elements and changing practices make people work harder), “bolster[ing] collective brainpower instead of adding more people” (p. 127) (by increasing team effectiveness).

The element of building organizations where “I own the place and the place owns me” emphasizes the idea that “the capacity for effective scaling depends on both bringing in the right talent (people with the right training and skills) and having people who feel compelled to act in the organization’s best interest (‘accountability’)” (Sutton & Rao, 2014, p. 139). The element of connecting people and cascading excellence focuses on the importance of linking people with each other and with the information in a timely fashion. With these connections in place, pockets of excellence spread fast into the entire institution. Authors also add a new dimension to scaling research by stating that unlike
most of the existing research that describes scaling as the three-stage process of excellence, efficiency, and expansion, these authors believe that scaling “unfolds in fits and starts that rarely fit this tidy progression” (Sutton & Rao, 2014, p. 181). Within this element, brokering is emphasized as being a powerful tool for connecting people with each other. Organizational silos, camps, departments, teams, and roles need to be eradicated for scaling to happen and for brokers to be able to build bridges between these disconnected elements.

The final element of scaling, according to Sutton and Rao (2014), is “bad is stronger that good” (p. 219). By this, the authors imply that for scaling to take place, leaders and teams need to clear the bad for something good to grow and be sustainable. This element was supported by Florida State psychologist Roy Baumeister’s research analyzing more than 200 studies. The conclusion was that bad information, bad feedback, bad emotions are processed more thoroughly than the good ones. Also, negative feelings and behaviors are more contagious than the positive ones. This concept is expanded to include organizational life as well.

Thus, as seen in Figure 6, the elements of scaling up excellence focus mainly on spreading a mindset, not simply a footprint (Sutton & Rao, 2014). A clear mindset helps connect the short-term realities with the optimal goal. In addition, shaping a mindset improves accountability and minimizes “clusterfug” (Sutton & Rao, 2014). This term refers to the “terrible trio of illusion, impatience, and incompetence” (Sutton & Rao, 2014). More precisely, illusion refers to the situation when the “decision makers believe
that what they are scaling up is far better and easier to spread than the facts warrant” (Sutton & Rao, 2014, p. 25). Impatience, on the other hand, implies that scaling up is being rushed without ensuring the organization is ready for it (Sutton & Rao, 2014). Finally, incompetence implies the organization lacks the proper skills and knowledge to scale up excellence. The clusterfug created by the illusion, impatience, and incompetence creates the perfect “trifecta…which causes the scaling efforts to fail big and late rather than early and cheaply” (Sutton & Rao, 2014, p. 25).
In sum, *Scaling Up Excellence* focuses on behavioral studies to provide a practical guide for scaling efforts. While most of the cases and interviews relate to the business world, all elements can be applied to scaling up pockets of excellence and effective student success programs in community colleges. However, the advice provided does not take into consideration the organizational aspects of community colleges, faculty rights, academic freedom, seniority, and other issues pertaining to human resources in a community college. Most importantly, the book is extremely useful in terms of its methodology used (case studies, interviews, and academic research) as well as its treating scaling up as a qualitative issue and focusing on organizational culture as an essential element for scaling up practices from pockets of excellence to institutional successes.

**Summary of Scaling Up Educational Practices**

The research on scaling up successful educational practices is in its early stages, with more research and literature on K-12 and very limited research on community colleges. A thorough analysis of the current research indicates that scaling up is as much a qualitative issue as it is a quantitative one. Sufficient financial resources, sustainable support, and demonstration of impact are major elements for scaling up. However, the remaining elements address parts of the organizational culture as key factors to successfully scaling up student success programs/initiatives. Hence, the role of the organizational culture in facilitating the scaling up efforts in higher education is critical.
**Organizational Culture Essential for Scaling Up Innovative Practices**

Current research on scaling up innovative and effective practices supports the importance of organizational culture for the cultivation and the sustenance of these innovations (Bergquist & Pawlak, 2007a; Bess & Dee, 2012; Bolman & Deal, 2008; Connors & Smith, 2012; Sutton & Rao, 2014). The concept of culture has a long history; however, several definitions together provide a comprehensive understanding of its connection to innovation and scaling up practices. The definition provided by Bronislaw Malinowski, a cultural anthropologist and historian (as stated in Bergquist & Pawlak, 2007), describes culture as a constellation of human ideas, crafts, customs, and beliefs that has material, human, and spiritual elements, all of which allow people to address concrete, specific problems. Ronnie Lessem stated that organizational culture “has to cultivate a humanly fulfilling context – a space and time – within which the production and consumption of needed, worthwhile, and quality products and services can take place” (as cited in Bergquist & Pawlak, 2007a, p. 9). Edgar Schein added additional elements to arrive to a comprehensive definition of culture as a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (as cited in Bergquist & Pawlak, 2007, p. 9)

Geertz (1973) defined culture as a web of significance in which we all are suspended.

Finally, a more practical definition of culture is the way we do things around here (Bower, 1966).
All the above definitions emphasize the role of culture as problem solving and essential for the production of a product/service valued by its members. The culture of community colleges plays a dominant role in the design, implementation, and scaling up of student success programs (Bergquist & Pawlak, 2007; Bolman & Deal, 2008; Deal & Peterson, 2009). While student success programs are elements of the observable level of culture, according to Edgar Schein (2010), two other elements of culture are of equal significance: the beliefs and feelings of the members of community and the assumptions of those beliefs and feelings. Eckel and Kezar (2003) posited that all three levels are significant to an institution's understanding of its current practices and that all three levels must be aligned to effect meaningful change. For example, an institution that strives for student success for all students but accepts the low success rates of student success for students from USCHE as normal is revealing that student success for all is not valued in that institution. The alignment of the three elements is crucial for scaling up student success programs in community colleges. In this alignment, special attention should be given to beliefs and feelings about the disproportional retention rate of students along race lines from elementary school to higher education because research supports the idea that an institution’s beliefs and assumptions on inequitable educational outcomes impact their practices (curricular, institutional, and administrative) (Bustillos, Ruedo, Bensimmon, 2011; Dowd, 2011; Drew, 1990; Stanton-Salazar, 2011).

The narrative of student success is in itself a product of “beliefs, desires, theories, values” built on “the centrality of trouble” and failure of public education, and it is not a
“hermeneutic composition” either, since each community college creates its own meaning of student success built upon the “continued story” of low success rates for students from USCHE (Bruner, 1996, p. 144). Such beliefs, or what Argyris (2012) referred to as the cognitive frames, explain how members of a community interpret situations and design their actions (Argyris, 1999). The importance of cognitive frames in terms of student success was summarized by Estela Bensimon (2005a) in the following statement:

The problem of unequal outcomes resides within individuals, in the cognitive frames that govern their attitudes, beliefs, values, and actions. Similarly, the reduction of inequalities also lies within individuals, specifically, in their capacity to develop equity as their cognitive frame. That is, individuals whose institutional roles can influence whether students are successful or not need to learn cognitive processes that enable them to think about the situation of underrepresented students and their outcomes through the lens of equity. To put it simply, faculty members, counselors, and institutional leaders need to become equity minded. (p. 100)

Changing the organizational culture to “an equity minded” culture is paramount to the successful design, implementation, and scaling up of educational practices in community colleges. Organizational culture has a special role in promoting or inhibiting the creation of cognitive frames (Argyris, 1999, 2012; Kezar, 2013). In community colleges, this cognitive frame shall be applied to both access and success. Community colleges have been perceived as more equitable due to their open-access mission; however, they can be perceived both as gateways and as gatekeepers to higher education for a diverse student population since they are reducing the pressure to attend 4-year colleges (Turner, 2004).
Organizational culture has both a direct and indirect impact on the success of students from USCHE (Kezar & Eckel, 2007). The Culturally Engaging Campus Environment (CECE) Model, a product of more than 100 interviews conducted over a two-decade period by CECE project director Sam Museus (2014) supported Kezar and Eckel’s assertion that organizational culture has a direct and indirect impact on student success and student learning outcomes. In addition, cultural relevance and cultural responsiveness, as defined by the listed elements in Figure 7, improve student success for students from the underserved communities in higher education by positively improving their academic disposition, the sense of belonging, and academic performance (Museus).
Source: Museus (2014)

Figure 7. Culturally Engaging Campus Environment (CECE) Model.

A culturally relevant institution engages in a deep exploration of the racial/ethnic and socioeconomic power as it explicitly impacts the educational experiences of students
of color, low-income students, first-generation students and all students from underserved communities in higher education (Howard, 2006; Kendall, 2012; Ladson-Billings, 2009; Steele, 2011; Tatum, 2003). Such an institution is also not afraid to embrace an in-depth exploration of its policies, procedures, and processes and their impact on students from USCHE (Kezar, 2003; Kezar&Eckel, 2007). The institution’s awareness shall be part of the cognitive frame of faculty, educational leaders, the curriculum, pedagogy, and institutional culture (Bensimon, 2006). Such awareness will eradicate the dichotomy of the culturally competent discourse and culturally competent actions (Chaisson, 2004; Hayes &Juárez, 2012; Marx & Larson, 2012).

An awareness of the impact of racial/ethnic and socioethnic power is especially important given that student success is tightly connected with students’ perceptions of institutional climate regarding racial/ethnic diversity and the institution’s efforts to embrace diversity (Harper&Hurtado, 2007; Hurtado, Carter, &Spuler, 1996). The underlying belief structure of the institution’s culture is also found to be more important to student success than the programs existing at these institutions and geared to improve student success for a diverse student body (Turner, 1994; Wood& Turner, 2011). As higher education institutions, and especially community colleges, are under unprecedented pressure to increase student success and student attainment in the United States, research supports the claim that scaling up these student success programs would not be viable without a careful examination of the cultural context (Kezar, 2013; Tierney, 2008). More specifically, Kezar and Eckel (2007), in their research with 30 higher
education presidents, concluded that disconnected efforts and programs aiming to increase the success of students of color and other students from USCHE create fragmentation and, as a result “little synergy is created when various units work separately to help students of color” (Kezar & Eckel, 2007, p. 20). They suggest that leaders shall address the controversy of race/ethnicity and class head-on and shall see the efforts of assisting students of color succeed in the college environments as a “marathon, not a sprint;” and for this to happen leaders shall be “assessing the politics of a campus” and “anticipating resistance, identifying allies, and pacing the initiative appropriately so that learning occurs, rather than backlash” (Kezar & Eckel, 2007, p. 24).

Creating a culture that continuously assesses data and institutional beliefs in understanding and changing the organizational culture becomes more challenging since community colleges are complex organizations operating in a very dynamic environment with changing values, economic conditions, and internal and external pressure (Bees & Dee, 2008; Smart, Kuh, & Tierney, 1997). Complexity is an element of all organizations; however, educational organizations and especially community colleges, are ever more complex given their broader mission and high level of independence and autonomy between different departments (Bess & Dee, 2008; Bidwell, 1965; Meyer & Rowan, 1977; Wieck, 1976). Community colleges also serve a diverse population and have a broader mission which includes continuing education and workforce development for community members, degree and certificates attainment for a wide range of learners and transfer degrees for students who would like to pursue higher education (Bess & Dee,
Furthermore, the great deal of autonomy of educators in community colleges, paired with the open access and with the broad mission, make community colleges even more “loosely coupled” than other organizations, even more so than 4-year institutions (Meyer & Rowan, 1977; Wieck, 1976). National, state, and local regulations, accreditation pressures as well as shared governance processes further confound this complexity (Bess & Dee, 2008). Another element that complicates the organizational culture in community colleges is the pervasive use of part-time faculty and the challenges associated with the integration of part-time faculty into the institutional culture of different institutions where they are teaching (Wagoner, Metcalfe, & Olaore, 2005). This complexity magnifies the role of organizational culture as an essential element of scaling up innovative practices and adds more challenges to the creation of an organizational culture that embraces student success for all students, independent of their race/ethnicity, socioeconomic status, or their previous experiences with the institutions of higher education (Harris, 1992). By the same token, this complexity dictates the need for a multi-front, integrated methodology address the success rate of all students at the institutional level (Joseph, Slovak, Broussard, & Webster, 2012).

The current research, as summarized in this review of literature, emphasizes the importance of institutional culture as a crucial element of successful scaling up efforts. A culture intentionally assessing values, beliefs, practices, and data while addressing issues of inequality in educational access and outcomes will be more favorable to scaling up student success initiatives. For this to happen, educational leaders and practitioners shall
not avoid discussions of race/ethnicity, economic status, and other elements that deter learning; instead, they shall facilitate a discussion of these issues as they pertain to student learning and outcomes and serve as an essential element for institutional culture transformation (Eckel & Kezar, 2003; Gurin, Hurtado, & Gurin, 2002; Harper & Hurtado, 2007).

In conclusion, organizational culture is a critical element of scaling up practices in community colleges; as such, any scaling up framework shall be guided and informed by organizational culture theory.

**Summary and Conclusion**

Educational attainment in the United States has become a major public issue, as educational attainment is seen as being paramount to improving human capital, which in turn is essential for economic growth and reducing inequality. Community colleges in the United States are charged with the special task of increasing human capital, as these colleges have provided open access to more students. Increasing student success in community colleges has captured the attention of policymakers, educators, researchers, major philanthropists in the United States, and the community at large. It has become especially important for the state of California, given it is an important role in the economic landscape of the United States and its large and diverse population (Van Vechten, 2012).

A multitude of student success programs have been designed and implemented in all community colleges nationwide and especially in the state of California. These student
success programs embrace best practices as guided and supported by research on student success and student integration (Engstrom & Tinto, 1997; Tinto, 1997, 2000, 2006, 2012). However, efforts to institutionalize these “islands” or “pockets” of success have been faced with major challenges. While the research on principles for best practices that will increase the success of students from USCHE has been abundant (Engstrom & Tinto, 1997; Kuh, Kinzie, Schuh, & Whitt, 2010; Schuh, Jones, & Harper, 2011; Tinto, 1997), the literature on scaling up best practices in higher education, and especially in community colleges, is in its infancy stages (Achieving the Dream & Public Agenda, 2011; Elmore, 2004; Parcell, 2012; Schneider & McDonald, 2006a).

Scaling up literature on K-12 education indicates the importance of the larger social/political/economic landscape as the key to institutionalizing student success programs and new initiatives (Elmore, 1995, 1996, 2004; Elmore & City, 2011; Schneider & McDonald, 2006a). In addition, the literature reiterates that importance of organizational culture as a key to the success of scaling up student success (Elmore, 2004; Schneider & McDonald, 2006a). The literature on organizational culture also echoes the importance of the alignment of all elements of culture: art craft, feelings, and assumptions (Bergquist & Pawlak, 2007a; Bolman & Deal, 2008; Deal & Peterson, 2009; Schein, 2010). Shared feelings and beliefs, or “cognitive frames” (Argyris, 1999, 2012) have a major impact on any organization. Reframing of “cognitive frames” is essential for the creation of an “equity minded” culture in community colleges, which will be
paramount to the success of scaling up student success programs focusing on educational equity and more success for students from USCHE.

The current research in scaling up in community colleges is in its infancy and does not include the voices and experiences of educational leaders in the forefront of the endeavor of scaling up student success. This research borrows only from the business field without thorough and in-depth research of the multidisciplinary literature on scaling up innovative practices. Furthermore, the current research does not provide a comprehensive assessment of the elements essential for scaling up student success practices, including the cultural/political context as well as “cognitive frames” that shape this culture.

An equity-minded framework informed by educational leaders and practitioners and by the authors of multidisciplinary literature on scaling up practices is essential for scaling up student success programs and initiatives. Sutton and Rao (2014) provided a robust methodology for designing a framework, which borrows from the other fields while being grounded in the experiences of people at the forefront of scaling up work. Practitioners and educational leaders in community colleges have potent experience in designing and implementing student success programs and initiatives; they have been working tirelessly to scale up the programs. Their experiences can inform a substantive framework for scaling up student success programs/initiatives in community colleges, which is informed by the direct experience of practitioners and educational leaders and supported by the most recent multidisciplinary research on scaling up practices.
Chapter 3

METHODOLOGY

Introduction

The purpose of this qualitative study was to establish a substantive scaling up framework for student success programs for students from underserved communities in higher education (USCHE). In this qualitative study, the researcher explored the experiences of 15 educational leaders and practitioners in designing, implementing, and attempting to scale up student success programs for students from USCHE. Data were collected through one-hour in-depth interviews. The information collected was analyzed to identify the main conceptual elements of student success (the core category), which connected to other categories and elements (Merriam, 2009). The researcher believes this framework would be relevant to educational leaders and practitioners working tirelessly to scale up student success programs that will increase the success rate for students from USCHE.

In this chapter, the researcher provides a detailed analysis of the research design along with the rationale behind the selection of qualitative methods. In addition, she gives an overview of the role of the researcher, research questions, a description of the study sample, data collection, data analysis, validity and reliability of the study as well as the efforts undertaken to conduct ethical research that respects and protects the research participants.
Research Design

The researcher opted for a qualitative methodology for several reasons. First, there is limited literature on scaling up educational practices in community colleges and no literature on scaling up student success programs that focus on educational equity for students from USCHE. The only existing framework, as explained in Chapter 2, was adopted from a business model without the feedback of practitioners in the field. This limited literature almost mandates an inductive process, requiring the researcher to gather data about the experiences of educational practitioners with prior knowledge and understanding of this issue as guided by the scaling up and organizational culture framework. The framework assisted the researcher in staying focused while collecting, analyzing, and interpreting the data.

Secondly, scaling up literature indicates that this challenging undertaking involves beliefs, behaviors, and barriers. However, most of the literature has treated scaling up as a quantitative problem when, in fact, scaling up “is as much of a qualitative as a quantitative problem” (Schneider & McDonald, 2006a, p. 35). As Cohen and Loewenberg Ball indicated, scaling up requires “scaling in,” which means “developing the design and infrastructure needed to support effective use of innovation,” which in turn necessitates “significant attention to designing the use of innovations by practitioners in the environments in which the practitioners work” (as cited in Schneider & McDonald, 2006a, p. 35).
Thirdly, the *emic* experience of the study participants is paramount to designing a successful framework, which is grounded in their experiences as formed in their interactions with others and within the current economic, social, and political environments of higher education and community colleges in California (Creswell, 2012). Uncovering their interpretations of crucial elements needed to successfully scale up student success programs was perceived as crucial to the construction of a substantive community college educational scaling up framework. To achieve this goal, the researcher utilized an interpretivism/constructivism perspective (Merriam, 2009).

A constructionist grounded theory design was used to develop a framework of scaling up student success programs in community colleges for students from USCHE. The grounded theory was selected due to the fact that there is limited research in this area, and, with the exception of a model borrowed from the business field, there is currently not a single scale up framework in community colleges informed and constructed by community college practitioners. A constructionist approach affords more flexibility of the method and “resists mechanical application” of steps and the assumptions of an objective reality, a detached and positivist researcher and a narrow empiricism (Charmaz, 2014, p. 13). In addition, constructionist grounded theory provides the needed focus and flexibility because it allows the researcher to go back and forth to the data and analysis and to utilize comparative methods (Charmaz, 2014; Corbin & Strauss, 2007; Creswell, 2012).
Memoing was utilized to develop this framework as the researcher wrote down ideas as the data were being collected; she utilized these ideas to “sketch out” the community college scaling up framework (Creswell, 2012, p. 85). In addition to the interpretivist/constructivist approach, this researcher also used a critical research approach. The critical research perspective of the researcher was intended both for understanding as well as for challenging the current situation and the low success rate of students from USCHE as presented in Chapters 1 and 2. It is alarming and maintaining the status-quo is no longer an option (Merriam, 2009).

Role of the Researcher

The concept of this research was developed from the researcher’s experience as an educational leader at an urban community college, being directly involved in designing and coordinating a student success program aimed at addressing the achievement gap in this community college and increasing the success rate for students from USCHE. In this process of designing and implementing the program, the researcher had the opportunity to attend several workshops and conferences focusing on student success where she met and interacted with other leaders engaged in designing and implementing student success programs. She turned to these leaders for advice and constructive feedback anytime the program faced challenges and roadblocks. As the program launched, the challenge of institutionalizing these practices presented as the biggest challenges ever; this prompted the researcher to this topic.
The familiarity the researcher has with the research topic facilitated a faster immersion into the topic. Since the role of the researcher as a practitioner in scaling up student success programs was well known to the research participants, the researcher utilized the stance of the researcher as a collaborative partner in this research, whereby the researcher and research participants are equal partners in the research process (Merriam, 2009, 2000). As the participants were purposefully selected to represent faculty, staff and administrators, basic skills faculty, learning resource specialists, student services, and academic services, special attention was given to the relationship of the participants to the researcher. None of the participants was a direct supervisor or supervisee of the researcher.

**Research Questions**

This research explored the following central questions:

1. What are some of the major barriers faced by educational leaders in community colleges while attempting to scale up student success programs and initiatives aimed at improving the success rate for students from underserved communities in higher education?

2. What institutional or societal changes, according to community college educational leaders, need to take place for student success initiatives to be institutionalized on a larger scale?

This research design was based on the necessity of developing a substantive framework informed by the experiences of educational leaders and practitioners engaged
in scaling up practices. A review of the literature revealed the urgency of scaling up student success practices and a lack of a framework informed by practitioners’ practices. It also indicated the importance of using a multidisciplinary approach to address the issue of scaling up in the field of education. The multidisciplinary research on scaling up practices guided the following sub questions:

- What are the essential elements for scaling up student success programs that focus on addressing the achievement gap in community colleges, according to the study educational leaders and practitioners?
- What organizational culture can foster a more effective scaling up practice?
- How can the federal/state policy facilitate scaling up practices?
- How do these leaders perceive the role of community colleges in increasing the educational attainment in the United States and what resources are needed for community colleges to accomplish that role?

**Setting, Population, and Sampling**

The researcher employed a purposeful sampling approach by carefully choosing participants who would provide contributions to the development of a substantive framework (Creswell, 2012) and who had first-hand experience in scaling up student success programs for students from USCHE (Charmaz, 2014). As Corbin and Strauss (2007) advised, the researcher began by studying a homogenous population of individuals: educational leaders and practitioners in community colleges in California who had direct experience in designing, implementing, and attempting to scale up student
success programs/initiatives geared toward increasing the success rate of students from USCHE.

After a thorough review of the literature, the researcher developed a heterogeneous sample of educational leaders and practitioners who had direct experience in scaling up programs/initiatives to include women/men, faculty, administrators, educational leaders, and classified professional staff, as well as those of different ages and races/ethnicities, to closely resemble the demographics of community college educational leaders and practitioners. Careful attention was given to select a research sample that provided maximum variation by selecting faculty, staff, and different levels of educational leaders to “allow for the possibility of a greater range of applications by readers or consumers of the research” (Merriam, 2009, p. 227), which in turn will increase the external validity or the transferability of the study (Corbin & Strauss, 2007; Creswell, 2013; Merriam, 2009). Also, a special attention was given to reach out to diverse community colleges, located in both urban and suburban areas, the Bay Area, Northern California, and Southern California.

The researcher purposefully selected practitioners with whom she had already developed a professional rapport or practitioners highly recommended by others during the interviewing process as having been recognized for their scaling up efforts, so they would feel more comfortable in fully disclosing their experiences. None of the participants is or was in a relationship of direct supervision to the researcher or under direct supervision of the researcher. The study participants were: (a) a Latino male
chancellor, (b) an African American male faculty member and previous administrator, (c) a Filipina female in a classified professional/staff position, (d) an African American faculty female in a senate leadership position, (e) an African American female currently in a faculty assignment but with direct experience in leadership management roles, (f) one male in a faculty leadership position who was a member of Accrediting Commission of Community and Junior Colleges as well as was a member of the Board of Directors of California Community College, (g) an African American male in a presidency position, and (h) a Latino male in a student services leadership position, (i) a Latino male in presidency position, (j) a Filipino male in a Vice President of Student Services position and previous experience as a dean and director, (k) a White female in a presidency position, and (l) a white woman in a faculty position. Thus, the sample consisted of five African American participants, three women and two men among which two participants held leadership positions and three were faculty; four Latino participants, three men and a woman, in leadership positions ranging from Chancellor to Vice Chancellor to President and Director; two Filipino people, one in a leadership position and the other in a classified professional position; and three White participants, one in a Presidency position and two in faculty positions. The sample was evenly split along gender lines, with seven men and seven women interviewed for this research. This sampling procedure limited the external validity of this research.

All participants were given the choice of suggesting a location for the interview that was the most comfortable for them so as to encourage a natural setting given that the
setting has a bearing on the credibility of data (Merriam, 2009). More information about their choices about the location of the meeting is provided in Chapter 4.

Data Collection

The researcher utilized an intensive one-hour interview protocol to collect the data. According to Charmaz (2014), intensive interviewing “means a gently guided, one-sided conversation that explores a person’s substantial experience with the research topic” (p. 56). The intensive interview allowed the researcher to gain an in-depth exploration of educational leaders’ and practitioners’ experiences of scaling up student success programs in community colleges. The interview was made up of open-ended questions emphasizing the understanding of the research participants’ perspectives, meanings, and experiences while designing, implementing, and attempting to scale up student success programs (Charmaz, 2014; Corbin & Strauss, 2007; Creswell, 2012). Intensive interviewing opened “interactional space for ideas and issues to arise” and allowed for possibilities of follow-up on these ideas and issues (Charmaz, 2014, p. 58). In addition, this type of interviewing focuses the topic on scaling up programs in community colleges and provides the “interactive place to enable research participants views and insights to emerge” (Charmaz, 2014, p. 85).

The interview protocol was designed after careful consideration of the literature on this topic and advice from the committee members (see Appendix A). The researcher paid special attention to the flow of questions in the protocol to ensure that conversation flowed naturally. The researcher audiotaped the interviews; however, the interviewees
were given a choice of whether to be audiotaped or not, but all participants agreed to be audiotaped. After the interviews were completed, the researcher transcribed the interviews and entered the information into a word processing program with backup copies of the computer files.

**Data Analysis**

The researcher read all transcripts in their entirety several times prior to starting the process of analyzing the data. In the first reading, the researcher immersed herself in the participants’ experiences. After conducting the first interview, the researcher started the coding process since the first dataset “serve[d] as a foundation for further data collection and analysis” (Corbin & Strauss, 2007, p. 163). The researcher identified concepts from the data and made notes in the form of a memo reflecting the “dialogue” between the data and the researcher (Corbin & Strauss, 2007, p. 169).

As the researcher progressed to other interviews, both open and axial coding were used simultaneously by “breaking data apart and delineating concepts to stand for blocks of raw data” and “relating concepts/categories to each other” (Corbin & Strauss, 2007, p. 198). As the analysis progressed from one interview to the other, all themes and concepts were exposed and the researcher tried to *integrate* categories by “linking categories around a core category and refining and trimming the resulting theoretical construction” until it reaches a *point of saturation*, achieved when “further data gathering and analysis add little new to the conceptualization” (Corbin & Strauss, 2007, p. 263).
Validity, Reliability, and Ethics of the Research

Internal validity addresses the issue of how research findings match the reality or capture what “is really there” (Merriam, 2009, p. 213). The foundation of qualitative methods, especially the interpretivist/constructionist paradigm of this particular research, supports that notion that “reality is holistic, multidimensional, and ever-changing” (Merriam, 2009, p. 213). As such, validity is a goal of the research instead of a product. Nevertheless, the researcher attempted to increase the credibility of this study by utilizing triangulation methods (Charmaz, 2014; Creswell, 2012; Merriam, 2009). Making a purposeful decision to include a diverse group of participants in this study, those who had different positions in community college and different perspectives, was made with the intention of increasing the internal validity and ensuring data triangulation (Merriam, 2009). Another strategy to increase the internal validity the researcher used is member checking or respondent validation. The researcher sent the preliminary findings to all participants to ask if the researcher’s interpretation of the data “rings true” (Merriam, 2009, p. 217).

The credibility of the researcher is extremely important for increasing the internal validity of the study, and the researcher incorporated Patton’s (2001) advice of staying open minded while looking for data that could support alternative explanations. Not finding supporting evidence for alternative explanations increases the validity of the “original, principal explanation” (Patton, 2001, p. 553). Of equal importance to the credibility of the research is the “reflexivity” of the researcher (Creswell, 2013; Merriam,
The reflexivity relates to the “process of reflecting critically on the self as a researcher, the “human as instrument” as stated by Lincoln and Guba (as cited in Merriam, 2009, p. 219). Hence, the researcher attributed a separate section to the researcher’s position, making her perspective and biases known to the reader (Creswell, 2013). Peer examination also increased the credibility of this research since each member of this dissertation committee read and commented on the findings of the research.

External validity cannot occur in this research; however, in an effort to increase the transferability of this study, the researcher “provides a detailed description of the study’s context to enable readers to compare the fit with their situations” (Merriam, 2009, p. 226). Hence, the researcher used a thick description of the interview content to provide an emic approach (account of an insider’s account), which in turn increases the possibility of transferability (Creswell, 2013; Geertz, 1977; Patton, 2001). In addition, the maximum variation of the sample (as discussed previously) is intentionally designed to increase the transferability and usefulness of this study.

Given the complexity, the flux, and the highly contextual meaning of scaling up efforts in the community colleges, achieving reliability is extremely difficult (Corbin & Strauss, 2007; Creswell, 2013; Merriam, 2009; Patton, 2001). Any replication of this study will not yield the same result; however, the maximum variation of the sample, as well as the data triangulation (as discussed in the previous paragraphs), are solid strategies to obtain consistent data and data closer to the reality of relating to scaling up student success programs in community colleges. The researcher utilized an audit trail to
describe in detail how the data were collected, how categories and themes were derived, and how the entire inquiry unfolded. A diagram in Chapter 4 provides a visual and systematic illustration of the audit trail. This chapter serves the purpose of an audit trail as it delineates a detailed report of data collection and data analysis methodology (Creswell, 2012; Merriam, 2009).

Since the validity and reliability of a study is strongly correlated with the ethics of the research, it became essential that the researcher paid special attention to the ethics of the research. In addition to complying with the guidelines and code of ethics as described by the Institutional Review Board at CSU Sacramento, the researcher stayed alert to the practical applications of voluntary participation, the protection of participants from harm, the right to privacy, and the right to withdraw from the study at any time.

All participants in this study were asked to sign an informed consent to participate in the study (see Appendix B). The informed consent provided full disclosure of the research area and the roles of both the researcher and the participants in this research. The informed consent was e-mailed to the participants well in advance, and the researcher collected the signed consent form at the beginning of the interview. Three participants submitted the signed consent form electronically in advance of the interview, coinciding with the time they acknowledged receipt of the e-mail inviting them to participate in this research and confirming their participation via e-mail. The researcher coordinated the date and the time of the interview through executive assistants for six different participants.
To maintain confidentiality and safeguard the data gathered in this research, pseudonyms were used for identifying all transcribed interviews. Participants were given the option to select their own pseudonym, but only two of them elected to do so. Two participants did not want any pseudonym to be used, as they stated they had no problem with being identified, but to respect the confidentiality and the ethics of the research, the researcher used pseudonyms even in these two cases. The audio records contain no information that could possibly identify the participants. All transcribed interviews are stored in a safe location and will be destroyed (deleted) one year after the interview. All electronic files are stored in a password-protected computer.

Ethical issues pertaining to the relationship of the researcher with the research participants are ample in qualitative research since the concepts of relationship and power between the researcher and the participants are embedded in this type of research. The researcher purposefully selected participants who were not under direct supervision or were not direct supervisors, as previously explained. In addition, the researcher used stricter codes of ethics since she entered both the private and the public worlds of the research participants and felt honored and privileged to be given one hour of each participant’s time knowing their busy schedules. More specifically, the researcher was fully aware of the risks associated with intensive interviewing as a method of data collection, such as unanticipated residual effects, and she was ready to address problems that might have surfaced during the interview. Fortunately, the researcher did not face any residual effects; to the contrary, all participants felt comfortable with sharing their
experiences and appeared at ease, passionate, and irate at times at the current community college realities, but were still in full control. The researcher was extremely honored to be the bearer of some private, personal stories, and the researcher attributes this to her extensive experience in social work interviewing and practice listening.
Chapter 4

GENERATING A GROUNDED SCALING UP STUDENT SUCCESS FRAMEWORK

I want to say my statement again, instead of plugging all our money into jails and prisons, we should be prioritizing education. We should be finding ways that the state funding is more directed at education. (Dr. Frank)

The purpose of this grounded theory research was to construct a substantive theory that would guide current and future practitioners in their efforts to scale up student success programs aiming at improving the degree/certificate completion and transfer to 4-year colleges for students from USCHE. This theory is grounded in direct leadership experiences of community college educators and leaders who were engaged in scaling up student success for students from USCHE. As stated in Chapter 3, grounded theory methodology was assessed to be the best qualitative methodology to construct such a theory given the current literature on this issue. Participants were selected to represent a diverse pool of community college professionals including classified professionals, faculty, faculty leaders, deans, vice presidents, presidents, vice chancellors, and chancellors, thus providing diverse ideas and experiences.

Fourteen scaling up veteran educators were interviewed to share their direct experiences in scaling up students success and to provide feedback that was the basis of a theory. Participants were invited to participate in this study via an invitational e-mail with the informed consent attached for more information about the study, their role in it, and the confidentiality of the research. All participants signed the informed consent to participate in this study agreed to the interview being recorded.
All participants in this research expressed their concerns about the success rate of students from USCHE and reiterated the importance of such research as this. Their concerns resonated with almost all participants and were expressed in comments such as the following:

Well, I just want to tell you that you have a really worthy project because the million dollar question I think in the country is how do you improve the success of underserved students, since the data indicates that the needle has moved very little from the time that we started to focus on the success rate of African American and Hispanic students, more than two decades ago. (Dr. A.M.)

With 14 verbatim-transcribed participant interviews, the researcher began utilizing the constant comparative analysis and its coding procedure by “first comparing items in each category, then drawing up categories, and, finally, comparing categories” (Baszanger, 1997, p.5). The researcher utilized the QDAMiner4 qualitative software to analyze the data. Several codes and themes were initially identified (see Appendices C-H). These initial codes established the primary relationship with the data (Charmaz, 2014), then the researcher moved from this initial coding to provide an analysis of meanings. In addition, the researcher turned to field notes written on the interview protocol form (see Appendix A) used during each interview. The thorough scrutiny of data through coding identified the theoretical categories that made the analysis much more manageable. The researcher attentively ensured the initial codes were “sticking to the data” and worked at having a close understanding of the data, rather than “applying pre-existing categories to the data” (Charmaz, 2014, p. 116). At times, the researcher utilized in vivo codes to uncover the meanings of certain words used by research
participants (Charmaz, 2014). These codes are powerful in that they describe the organizational setting, language, and culture of community colleges.

“With the bones of analysis,” as Charmaz refers to codes, identified and analyzed (Charmaz, 2014, p. 113), the researcher engaged in constant comparative methods (Glaser & Strauss, 1999) to establish analytical relationships between the codes and to compare within each interview, between interviews, and between categories. Focused coding strategy was used to examine relationships between codes that would allow the researcher to establish a working framework (Charmaz, 2014). In the process, it became important to utilize axial coding to denote the relationship of several subcategories (or sub elements) to the main element of this framework (Strauss & Corbin, 1997).

As the themes started to emerge, the researcher utilized a theoretical sensitivity as she started to search for subsequent data by expanding the original pool of participants from 7 to 14, to ensure the point of saturation of information, which is reached when “gathering fresh data no longer sparks new theoretical insights, nor reveals new properties of these core categories” (Charmaz, 2014, p. 213). Throughout the data collection, data transcription, and data analysis, the researcher adhered to the requirements and processes of grounded theory to increase both the validity and the reliability of this study, paying close attention to the data and striving to avoid preconceived ideas about the information of the relationship between the codes.

The researcher made an intentional decision to personally transcribe the interviews. Even thought it would be time consuming and exhausting. This decision
proved to be an excellent one since the researcher immersed herself in the data and gained a more in-depth understanding by spending hours listening to each interview. Memos written about the process, the codes, and the categories are also part of the database for this research. The researcher stayed open minded to data that would support other alternatives (Patton, 2001).

In addition, the use of the interpretivist/constructionist paradigm of grounded theory, in addition to describing the reality of scaling up student success in community colleges as a “holistic, multidimensional, and ever-changing” (Merriam, 2009, p. 213), also allowed the researcher to “see both data and analysis as created from shared experiences and relationships with participants” (Charmaz, 2014, p. 239). In addition, to “theoriz[ing]” the data provided by research participants, the researcher also “acknowledges that the resulting theory is an interpretation” as it “depends on the researcher’s view, it does not and cannot stand outside of it” (Charmaz, 2014, p. 239).

The constructionist approach also allowed for a more interactive methodology in both data collection and data analysis. Oftentimes, the researcher would find herself engaging in conversation before or after the interview on the topic of scaling up student success, as this topic is not simply a research curiosity but a practical reality for both the researcher and the participants (Charmaz, 2014).

Diagramming was used in this research to display an illustration of the established framework and the relationship between the themes generated by this research. Diagramming (in this case several figures) is utilized and supported by grounded theorists
such as Charmaz (2014) and Strauss and Corbin (1997) to provide a better visual of categories and themes.

This chapter continues with a presentation of research questions and a description of study participants followed by a description of the mosaic of student success programs that participants gladly shared with the researcher. This mosaic, while beautiful and optimistic, is filled with barriers and challenges, further described in this chapter. These barriers and challenges have served as a catalyst for new practices, solutions, and suggestions that would comprise the elements of a scaling up framework, the main focus on this study. Six elements of scaling up student success in community colleges emerged from the data. Participants’ comments on the role of the community colleges in the overall improvement of educational attainment in the United States, the role of the federal and state policies in facilitating equitable educational outcomes, as well as those on resources needed to accomplish this role, placed the established theory in a larger socio political context. For a greater understanding and easy visualization, the framework is depicted in figures. In addition, a detailed analysis of each category follows the overall description of the grounded theory and its visualization. This section is supported by the rich insight provided by the research participants.

**Research Questions**

As discussed in the previous chapter, the following research questions guided the work of this researcher and served as a basis of theory building:
1. What are some of the major barriers faced by educational leaders in community colleges while attempting to scale up student success programs and initiatives aimed at improving the success rate for students from underrepresented communities in higher education?

2. What institutional or societal changes, according to community college educational leaders, need to take place for student success initiatives to be institutionalized on a larger scale?

A careful examination of the literature on community colleges and the literature on scaling up (as analyzed in Chapter 2) exposed the need for an in-depth exploration of educational scaling experiences that would contribute to a better theory and understanding of the issues of scaling up student success in community colleges. In addition to the major research questions, each participant was invited to answer the following questions:

   Please tell me a story describing your experience(s) with efforts to scale up a student success program.

   What is the role of organizational culture in scaling up student success?

   In your view, what are some strategies for creating an organizational culture that nurtures scaling up practices?

   How can the federal/state policy facilitate scaling up practices?

   According to your opinion, what is the role of community colleges in increasing student educational attainment in the United States?
From your experience, what resources are needed for community colleges to accomplish that role?

Is there anything else you would like to add about the scaling up process?

It is interesting to report that it became evident during the interviewing process that the questions were listed in such a logical way, the interviewees were often leading the interviewer to the next question and to the next.

**Research Participants**

Research participants were invited to participate in this research via an e-mail that highlighted the main focus of the research as well as all the steps undertaken to ensure the confidentiality and the voluntary participation of all research participants. As previously stated, the letter was accompanied by the entire consent form for a more detailed description of the research. All participants were provided with the choice of selecting the place, date, and time of the interviews. In addition to answers to the interview questions, interviewees were asked to provide some demographic information. This information included race/ethnicity, gender, current position in community colleges, years of experience as well as any previous experience in community colleges and/or institutions of higher education or K-12. Within hours of each interview, a thank-you note was sent to each interviewed participant to thank him or her for their time and the feedback shared in this research. Within two weeks of the interview, the researcher sent by e-mail a fully transcribed interview for feedback, correction, or other adjustments needed. Only three participants made additions and minor corrections to the transcribed interview.
Data from previous interviews guided the researcher in terms of who to interview next. Also, several participants made suggestions and recommendations for persons they knew to have vast experience and knowledge on this issue and who could contribute significant knowledge to this research. Thus, from a purposeful sample, the sample was extended to resemble a snowball sample. Figure 8 provides a succinct summary of the data collection and data analysis process.
Figure 8. A visual representation of data collection and analysis.
Participants represented seven different community colleges, three of which are located in a suburban area and the rest are in urban communities. All community colleges are located in Northern California. The participants were purposefully selected to represent all levels of work in a community college: classified professionals, faculty, faculty in leadership positions (senate leaders), vice presidents, presidents, vice chancellors, and chancellors including both academic and student services to add diversity to the sample, which in turn increase the validity of the research. Table 2 provides more information about the participants in this research, their positions, race/ethnicity, gender, years of experience in community colleges and institutions of higher education, and, finally, the length of the interview.

Table 2

*Profile of Research Participants*

<table>
<thead>
<tr>
<th>Fictitious Names</th>
<th>Participants</th>
<th>Race/Ethnicity</th>
<th>Gender</th>
<th>Years</th>
<th>Interview Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Hello Kitty</td>
<td>Classified Professional</td>
<td>Filipina</td>
<td>Woman</td>
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<td>35</td>
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<tr>
<td>Prof. Tony</td>
<td>English Faculty</td>
<td>African American</td>
<td>Man</td>
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<td>25</td>
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<tr>
<td>Dr. Frank</td>
<td>Faculty / Counselor</td>
<td>Polish</td>
<td>Man</td>
<td>24</td>
<td>57</td>
</tr>
<tr>
<td>President Romero</td>
<td>President</td>
<td>Latino</td>
<td>Man</td>
<td>29</td>
<td>27</td>
</tr>
</tbody>
</table>
Table 2 (continued)

<table>
<thead>
<tr>
<th>Fictitious Names</th>
<th>Participants</th>
<th>Position</th>
<th>Race/Ethnicity</th>
<th>Gender</th>
<th>Years</th>
<th>Interview Time (mins)</th>
</tr>
</thead>
<tbody>
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<td>White</td>
<td>Woman</td>
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<td></td>
<td>31</td>
</tr>
<tr>
<td>Chancellor Ellis</td>
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<td>African American</td>
<td>Woman</td>
<td>30</td>
<td></td>
<td>42</td>
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<tr>
<td>Dr. Torres</td>
<td>Chancellor</td>
<td>Latino</td>
<td>Man</td>
<td>41</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Dr. Van</td>
<td>President</td>
<td>African American</td>
<td>Man</td>
<td>31</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Dr. Adeline Moffatt</td>
<td>Faculty</td>
<td>African American</td>
<td>Woman</td>
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</tr>
<tr>
<td>Dr. Anderson</td>
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<td>Woman</td>
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<tr>
<td>Dr. Vargas</td>
<td>Director</td>
<td>Latino</td>
<td>Man</td>
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<tr>
<td>Dr. Acampo</td>
<td>Vice President</td>
<td>Filipino</td>
<td>Man</td>
<td>14</td>
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<tr>
<td>Dr. Dianne Finley</td>
<td>Faculty Leader</td>
<td>Mixed/Black</td>
<td>Woman</td>
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</tr>
<tr>
<td>VC Padilla</td>
<td>Vice Chancellor</td>
<td>Latina</td>
<td>Woman</td>
<td>25</td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

The intensive face-to-face interviews were conducted mainly in participants’ offices. Participants were asked to select a place and date/time that was the most convenient to them. Only three participants opted to select a place other than their office. One participant, a Chancellor at a community college, accommodated the interview after work hours due to a busy schedule, and the interview took place in a restaurant close to
the chancellor’s office. Unknowingly, the waitress in a restaurant, a single mother, struggling to complete her studies at the local community college while working full-time to support her two children, unintentionally jumped-started the interviewing process. Another faculty member, extremely busy with the end-of-semester tasks, decided to invite me to her apartment during the weekend. The third participant accommodated the interview during her winter holiday break in early January to ensure she had completed all the grading and other end-of-semester tasks.

All participants were eager to share their knowledge with the researcher and extremely grateful to be part of this study. All of them appreciated the opportunity of receiving the transcribed interview, and three of them provided additional information, feedback, and minor corrections. With approximately 300 pages of transcribed interviews and 200 pages of additional notes, the researcher embarked on the process of establishing a scaling up framework grounded in the experiences and practices of community college faculty, staff, administrators, and leaders. Their experiences, knowledge, and practice contributed to the following stories and lessons for present and future leaders.

**Community Colleges: Rich Playgrounds of Student Success Programs and Initiatives**

The participants in this study were purposefully selected for their direct roles and experiences in scaling up student success initiatives in community colleges. They all participated and continued to be involved in the efforts by either directly designing and implementing student success programs or by supporting their implementations.
According to a participant with 41 years of experience in community colleges, student success initiatives for underserved communities in higher education are new in community colleges.

When I started as an administrator that was not the mandate, right? There was no achievement gap, and there were no issues with students of color. We did not have that awareness because in the early years of my career it was about access and not achievement. This achievement is recent. (Chancellor Torres)

With increased awareness about the student success mission, the practitioners started paying more attention to the trends and the data. Dr. Acampo, a Vice President of Student Services at the time of the study, described his early efforts with scaling up student success while being the Director of Extended Opportunities Program and Services (EOPS):

What we saw was that a number of students who would enter our institution would disproportionately disappear at certain times during the semester. And we noticed that they were males, and males of color, whether they were Latino or African American students. So, anecdotally our initial reaction was we were seeing them coming, and we were seeing them in the quad and then on the third week, and the fifth week, and the seventh week, we started to see less and less of them in the quad. That was very interesting for us because many of those students were also in the EOPS, whether they were athletes, or students, or recently graduated high school students, a lot of them would initially enter EOPS and also disappear, so [it was] natural interest for us to see what was going on and how could we maintain.

In their efforts to sustain and “maintain” these students, Dr. Acampo recalled that they started to change practices to reach more students and to reach them earlier:

We also wanted to make a commitment making sure that when students came to this college, that they were connected somehow. So Alan Smith, who was the coordinator then, now is the Director, and when I was directing the program, it was he and I and another counselor, that we were actually going to high schools not only in the Spring semester where typically we would recruit them for coming
to the college and also applying for the EOPS program. But what we ended up doing was a year prior we started working with the schools and right at fall we started to appear in their classrooms, we started to hold workshops. During lunch students would come to us and be in conversations. Nothing formal, it was just about what they were doing in school, the transition what it means for being a senior. And then later in the semester this is when we started to give information about college and application. So the first part was building that relationship and understanding that we were not just there for recruitment purposes. It was a relationship building, it was knowledge about higher education and seeing themselves in higher education and in the spring that was your traditional business of Financial Aid, and everything else. So there was a curriculum for a yearlong of how we were building that relationship so when they got to the college we were hoping that there was that relationship and network that they can and sustain and support themselves there.

“Relationship building” and reaching out to students earlier in their academic path was a common theme reiterated in most interviews as well as being a strategy utilized by several student success programs mentioned during the interviews. Student engagement was another theme, as all participants saw student engagement as key to student success.

A myriad of programs such as SUCCEED, Academic Excellence, Summer Bridge Programs, UMOJA, Puente, Success, Academic Success, Maximum Achievement Program, Academic Success, and Friendship Programs had implemented effective practices focusing first and foremost on engaging students earlier in their academic journeys and on building relationships between the institution and the student. Dr. Van, currently a president of an urban community college, shared his early efforts of being engaged in scaling up student success:

This is when I was able to work with a group of folks [in] both community and campus at a University of California campus in Southern California to establish a Saturday Academy, for at that time primarily African Americans, to see if we could get more of those students from the local schools to be eligible to attend the University of California. What we did there was start with a grassroots effort. The
community itself really felt that this was a need. The university felt that this was a need. And I worked very closely with the campus community and also, but probably more, with the local community.

Community colleges are filled with programs and initiatives whose primary goals are to improve the success rate of students from underserved communities in higher education. Each participant had at least two or three examples of participating in and/or designing and implementing such programs. Learning communities are the most frequent examples of student success programs as illustrated in Figure 9 (for more examples of student success initiatives, see Appendix C), with other examples being Basic Skills Programs and Initiatives, Transition for High School to College Programs, Strengthening the Institutional Capacity Programs, and DSPS/EOPS (Disabled Students Programs and Services/Extended Opportunities Programs and Services).
Figure 9. Examples of student success programs shared by participants.

The student success programs utilized “engaging the student,” “cohort design,” “reaching out to students earlier in their academic journey,” “mentoring,” “peer support,” “academic advising,” and creating “pathways to completion,” the most common elements. One participant explained:

So, when I started as a faculty member, I taught a program that was designed for concurrent enrollment, so I was working with senior high students who were on the verge of dropping out, and simultaneously, teaching for community college though. (Dr. Vargas)
Chancellor Ellis, a pioneer in the learning community efforts recalled her engagement with learning communities:

The only experience that I have has been taking an existing program, and that was our Learning Communities, and expanding it to go beyond just one Learning Community, and expanding it into three. And taking those learning communities that were ethnic based and adding another Learning Community to that; it was just like create your own class, which was an experiment where students were at the center of the learning.

Student engagement is perceived to be a key element for student success and several participants reiterated this. President Miller, a President in a community college, recalled her early engagement with scaling up student success for student athletes dealing with an array of problems in addition to that of their success:

As far as scaling up, I would say even when I began at community colleges, we had a wonderful cohort of student athletes. We had many first generations in college; we had a huge population of previously incarcerated youth. There was a time when more than 30% of our football team was on probation and they had their anklets on, so when they had to travel outside the area they had to get special permission. What I found was, that no matter what the sport was, we had about 20 athletic teams, it was the collaboration and that cariño that was created with their coach and peers and going to class. I realized that a lot of what [was] missing with many community college students was they were just coming to campus and leaving without, did not have a real connection. So to create learning communities was to really help students keep engaged.

Student engagement and student voices were seen as essential to the work of Dr. Frank, who for the last 24 years has been engaged in student success programs and is recognized for his tireless efforts to improve student success for all students. Throughout the interview, Dr. Frank reiterated the importance of listening to students’ voices and mentioned the value of the RP group research on Using Student Voices to (re)Define Support several times during the interview. As stated below, he referred to the six
elements found useful by the qualitative research conducted by the RP group: directed, focused, nurtured, engaged, connected, and valued.

And this Darla Copper stuff see comes out for me and that, more often than not, you met up with students who were older at that time, they were not all just off high school and that kind of thing, who had really done nothing and felt that kind of disconnect from community, and heard about, maybe through a senior center or some local center in the city about Tahoe College and the work there of these noncredit classes … and the kind of instructors that taught them really were out to deal with students individually, but not a large big group, and were out to do the kind of thing that Darla Cooper researched about and that’s why it rang for me. Yes, we want that student engaged, connected, I forget those six things. But, that was that effort to say that as long as you discover who you are …when you suddenly expose individuals, if that is the word, to things that they could do that would enable them to be successful and once a student experiences success then it is like “Wow, I want more of that.”

However, in their efforts to scale up student success, these leading practitioners have gone a step further in not only “engaging,” “directing,” “focusing,” and “nurturing” the student, but also empowering students to make decisions that not only improve their success but also contributes to the success of the entire institution. Several participants reiterated the importance of students’ voices and participation for scaling up of student success to be successful (see Appendix D). One participant explained that in his efforts to scale up a student success program, he and his team ran into severe challenges, which could be overcome only by listening to students’ voices and feedback.

I was designing a program for financial literacy for underrepresented and low-income populations. And I had all the support from the school. And, it was an after-school program that we knew we were going to bring to scale, but we were piloting it. So we had the support of the principal, we even had the support of teachers…, but very few people showed up.

So we asked the students what we were doing wrong. Well, the students told us number one, where you are holding the program in the portables is not a good place, and I asked why. Well, the portables are places where people go for
detention, so they are not going to go there. Number two your schedule conflicts with basketball and AP classes, okay. And I said okay we can change that. And the third thing what you are calling this does not make change, it’s good information, but nobody one wants to go to Financial Literacy Academy, what does that mean, it sounds too academic. And the last thing is that all your pictures, everything all you have announced in the program, all your staff photos, these are not students that go to this school.

So we used the information to change our focus. Aha, all of the sudden we need two rooms. So that’s what I mean by just to get students interested and aware. And while they [were] there, we asked them about the curriculum, is it making sense, is this helpful? And so they gave us that feedback.

If you are designing those things for people that you are intending to serve, ask them first. That’s important.

Dr. Vargas used the same philosophy while leading a student success initiative in an urban community college. He thought the answer to student success initiatives was active engagement of students in their educational journey by increasing their critical consciousness on social inequities and injustices.

I want my students to be able to identify the reasons for certain outcomes that we have in our communities, such as 50% dropout rate from high school, overrepresentation in incarceration. Why are these things happening? And, then come to the point in their education and realizing that the education is a way to fight back against these inequities. And again, unless this is intentional, it is not likely to happen in many programs.

Dr. Anderson, a sociology faculty in another community college, also thought engaging students in the process of creating nurturing environments for their success is important and an effective way to change these conditions faster. She shared with the researcher her experiences leading a Multiculturalism and Diversity Committee at her college. This committee had been facing major roadblocks at every step of its journey; however, the participation of students on this committee gave this committee the much-needed hope and visibility. In her own words:
And that is why I think the student part is very important because it is much harder to tune out students who are telling you “hey this is very important to us.” It is super powerful too. We actually for our last meeting, we got the president to come to our meeting, after being distant for a few meetings, we made sure that students felt like they knew that this was a good time to tell your president what is going on and what your experiences are and what you need, and you cannot have it just once. But creating those opportunities for students to be in power to share “this is what is happening for me,” it is super powerful and important.

Thus, students are becoming powerful players and active agents in designing, implementing, and advocating for continuous support for student success programs that take into consideration their academic and social needs. However, most of these student success programs get started as pilot projects, with the intent to scaling up. However, scaling up has proven to be challenging and practitioners have some insight as to why this is.

**Student Success Programs as Pilot Projects**

Several of these student success programs started as pilot projects because, initially, many people are resistant to innovative approaches, and, as Dr. Ellis described it, a pilot project is less threatening and people are more accepting of them. However, it appears that the proliferation of pilot projects generated some fatigue, which was felt when one participant stated, “You know, we love pilot projects here.” On the other hand, the pilot projects are oftentimes not perceived as having the same level of accountability as other programs, and piloting innovations while these students are dealing with tough life circumstances does not sit well with Dr. Vargas, who passionately stated:

Especially, I think, when these programs get started, they are referred to as pilot programs. I think the problem with that is that when there are referred to as pilot programs, there is an assumption that: “well we are trying it out the first semester
or two; if it does not work it does not work.” Or “if we did not do it as well, it is because we are still piloting it.” And, I have a problem with that because even though we are trying to create something innovative, the point of the matter is that there are still students’ lives that are being affected by our work, and I take that really seriously, especially for programs that are for students of color. These are the students that to me, honestly I see it as, we are going to put it in a medical perspective, some of this is life or death work. If we are not able to reach them here, and if we are not able to transform their lives around, the number shows how overpopulated we are in incarceration, even health, much lower health rates and so forth. And again, that’s my problem, so okay when we talk of piloting the program, I think that accountability is not there for outcomes and results.

The seriousness of this work is felt through the passion and devotion of each research participant. Almost all of them shared examples of success stories and outcomes of these very same pilot projects and programs. A participant of this research shared the following story with a warm smile on her face:

There is a nursing student that came to see me couple of weeks ago. He came [to this college] here in 2008. He is an ex offender. He was really kind of gang banger, he went to the predominantly Black Institution Grant Program, and he learned how to become a college student. He learned how to study, because of the services that we are nurturing and understanding. He got his record expunged; he graduated from the community college; he transferred and he got his BSN, and he came back and saw me and he said, “Dr. Moffatt, I now make $106,000 a year and I have a mortgage and you know my kids.” You know, and he says “I did not know that $106,000 only actually translates in only $70,000 that we actually get.” And the thing was that he started in 2008, and this is 2014, so he went from that to this. (Dr. Moffatt)

Many of the programs shared by the interviewees were made possible by federal and state funds. Four interviewees in four different institutions referred to the presence of the Title III grants as a stimulus and enabler of their efforts. Dr. Adeline Moffatt, an educational practitioner and leader for 34 years and a faculty leader in an urban
community college, stated that one of the other benefits of the Title III grant that this institution has been receiving for the last six years is that:

I think the other thing that came up is that we identified weaknesses in this institution for student success that now are mandated in California as SSSP (Student Success Support Program). All the things that are now mandated for colleges to do by law, we identified through our Title III grant in 2008 that this institution needed to do those things in order to increase student success.

Examples of student success programs shared by participants had started much earlier than the Student Success Act of 2012. However, all participants mentioned that this Act caused a proliferation of initiatives and programs. Noteworthy to state, there was a major distinction between the timing and the proliferation of these programs as one moved away from the Bay Area to colleges in Northern California that have less diversity in both study and faculty representation. In less diverse colleges, where Whites comprise the majority of faculty, one can see that the presence of student success programs is only recent and is a result of the state mandate to increase student success.

Thus, the Student Success Act or the SSSP, as most of the participants referred to it, has caused a propagation of student success programs in all colleges that were represented in this research. However, not all participants are embracing the Act, and more discussion about this issue follows; nevertheless, all of them embraced some of the services the Act has recommended.

I think that particularly in community college, that as you mentioned, the SSSP it’s the really first thing that needs to be addressed. “What are you doing with students beyond this classroom? “What are you doing with them beyond this classroom and it is no longer an option not to take the assessment test, and yes you should use multiple measurement, and yes, you should look at students’ high school transcripts, or particularly if it is within the three years, and those grades
say something. Yes you really should get students some kind of proactive sessions before they take the practice test so that they do not walk in and say “Gosh, have I have sat down and think of it, I would have done better in that assessment test, if I knew.” And it starts with engaging the students. And yes, you should try to get the subject area to come up with an initial ed plan and then you know the full comprehensive ed plan and the follow-up sessions and things that are requirements as supposed to optional items. As the way the matriculation, it was originally designed. See, I am back to how do you engage students such that you keep moving them through and you need to keep that process in an ongoing way, it cannot be just be one or two years, one person, they have to be a lot of people involved in that. (Dr. Frank)

In sum, despite the major successes of student success programs shared by all the participants, most of them failed to be institutionalized and be part of the institutional culture and the ongoing efforts and practices or embraced by the majority of the institutions. What are some of the major barriers preventing these great student success programs from becoming institutionalized? What essential elements are needed for institutionalizing student success for all students? The participants shared their stories with trying to out maneuver challenges and barriers, and how they dealt with painful setbacks. No matter how heartfelt and challenging the struggles are, the dominant message was that of hope, success, perseverance, and determination.

**Barriers to Reaching More Students and Institutionalizing Student Success**

Despite major efforts undertaken by these practitioners, scaling up educational success has encountered major barriers, and, as several practitioners reported, the impediments prevented their institutionalization. Practitioners reported several barriers to scaling up student success; however, there was agreement amongst all research participants that funding remains to be the greatest barrier. In addition to funding, other
barriers pertain to the inability of colleges to use funds flexibly, “outdated and ineffective professional development activities,” “rigid infrastructure,” “lack of agility,” “working in silos,” a heavy reliance on “part-time faculty,” and inability to coordinate multiple colleges within college districts. Figure 10 provides a complete list of all the barriers.

Figure 10. List of all codes within the axial category coded as barrier.

Being creative to overcome barriers has also led the practitioners to a knowledge base that can contribute to more effective practices in the future by identifying key elements essential to scaling up success for students from underserved communities in higher education.
Funding

The road to ensuring that all students succeed is filled with obstacles and confusion. All participants agreed that the biggest barrier was the insufficient permanent funds that would allow the stability and the sustainability of these programs. Interviewee after interviewee identified insufficient funding as a major challenge to innovation or to the sustenance of innovative practices. All their comments are listed in Appendix E, but some of the most powerful statements are listed below.

I think we need more human resources, of course that means dollars quite frankly. But we need more human resources to support our students. In this district [name mentioned, but deleted for confidentiality reasons], we have several colleges and none of the colleges have enough faculty, enough staff, or enough administrators, which means that the people we have are spread thin. And they are not doing the best job they can because they are trying to do too much, so I think that the fundamental resource that we need here, at all levels of organization is human and personnel, not just faculty, certainly not just administrators, not just classified, but all of that. We need more people to support our students and right now we do not have that. That is why sometimes our students do not get served, because the people who should be serving them are busy serving others, I guess. It is just not enough, we do not have enough, not just enough, we do not have enough human power to serve our students. (Chancellor Torres)

I think many times, especially again in the beginning of these programs, they are underfunded. So you have faculty and administrators that are already stretched thin, who are expected to do this work, which in my opinion is more than the average load that faculty have to do when you work with these kind of programs. So again you are not able to provide the level of service that some of these programs deserve because of a lack of funding, whether it would be a lack of release time, or the lack of hours assigned to the program, whether there would be a lack of outside support services, like counseling, tutoring, etc. (Dr. Vargas)

First, there is always funding: ongoing permanent funding. Although we receive funds, these funds, really, we use the term soft money. At some point, they go away. And if this money goes away, and if programs are not institutionalized in terms of general funds, these programs will also go away. This is a major obstacle in terms of having a permanent funding source. (Professor Tony)
But, if I have to look at resources, I am looking at that. First you need staffing, you need counselors; this college has not had a career office in years. I think, since the 1980s, and given that I used to be Career Office Director. Back in the 1980s at the college where I first worked, it is the first to go off the budget when the budgets cuts come, we cut that office. But it is the one that is needed because you cannot get through the counseling, advising. Counselors, career exploration, money for peer advisers are really a key, money for tutoring, books, you know that is a resource that is a challenge for our students; connection to social services. It is almost the Harlem School Zone thing, except it is in the higher education, you need the whole wraparound. And, I think during the five years of budget cuts in California community colleges between 2008 to 2013 we stopped doing consistent outreach to K-12 because I think a start that starts there too. (Dr. Moffatt)

Definitely support. We are severely understaffed; this is one of the things that I have noticed. We are severely understaffed. In order to scale up any program you need to have the structure and the support behind that. (Vice Chancellor Padilla)

Another resource and that is a policy that has to happen in the state level that the reimbursement for community colleges in terms of FTES needs to be more equitable to at least the K-12 levels. Because we are getting somewhere around 4,500-4,800, they are getting about 65 to 68, CSUs are getting somewhere [around] 10-12, UCs somewhere around 15. We get $4,000 compared to $15 and we are the feeder. If we can raise that, so that there are some resources that we can give to students in terms of wraparound services, without going out always trying to reach for growth to be able to increase our operating capital, or always looking for grants to increase our operating capital, I think it can be some sustainability and certainty for budgeting which will bode well. (Chancellor Ellis)

Unless there are some dedicated resources to ramp up and to sustain the momentum so that is ongoing and built in, it’s going to fail; it will just be a pilot effort.(Dr. Van)

Lack of sufficient funds not only has dwarfed innovation and innovative practices, but has also changed behaviors. Instead of faculty and practitioners first developing an innovative program and later asking for funds to implement the project, they have gotten into the habit of first asking for money to ensure money if there, prior to even having a
designed plan of action, fearful that there are not going to be funds available. This, according to Mrs. Hello Kitty, is another barrier to student success:

I think first you have to have an idea of what you want. One of the things that I have learned participating in many meetings, if that people have a tendency to ask for money first and develop the idea later. I think you have to have the idea first, and then from there, go for the money after that, because once you receive the money, you already have a plan in mind. It is really important that you have a plan designed first.

As the Great Recession hit the California economy very hard, all community colleges experienced major budget cuts, or, as a participant described it, “we were cut to the bone.” Some community colleges were fortunate to be able to continue being innovative due to the presence of federal grants.

And I will mention it, not that it is your question. We did not know in this college the impact of grants during the five years that we were in hard economic times in California community colleges. We did not know how those grants sustained the institution until the cut period was over. When we looked at it, without those grants, because during that period from 2008 to 2013, that five-year period, we had about nine or ten grants on the campus. Three of them were a million dollar grant, couple of million here, couple of million there, and when we did the follow-up accreditation study and we had to answer the questions here of how did we sustain quality education programs and services during the budget cuts, when you started looking [at] where the money came from during that time, it came from the grants. I do not even know what would have happened to this college. It was like synchronicity, we did not plan on having the grants because we knew the budget cuts were coming. It just happened to be the period of time when we obtained alternative funding, but without those grants there it would have been no innovation, whatsoever. It sustained additional tutoring in this college, just a plethora of things that I do not know what we had done to survive. (Dr. Moffatt)

The Great Recession has been especially harsh on all practices and services offered by community colleges overall, but especially tougher on innovation. However,
educational leaders have tried to work tirelessly to create a sense of preserving the equity even during tough financial times.

And then, I think in terms of resources we need to take a look at how the institution is investing or unconsciously divesting in the project. We can say equity, but if do not invest in it, and then you won’t see it. (Dr. Acampo)

How do these institutions ensure that there is some equity and equitable results even in the worst financial times? This is where the interview led to the importance of professional development for increasing the awareness of equity and equitable outcomes for all students.

**Professional Development**

Effective professional development activities are perceived as being of the outmost significance to overcoming the barriers for scaling up student success. Mrs. Hello Kitty, a classified professional and a learning resource specialist in an urban community college, established some strong connections between effective professional development and student success when she stated that faculty:

should be given more sabbatical opportunities. And then, ask them to take a class, because it teaches a person how to be humble to be a student again. You sometimes forget what they are going through, but if you yourself become a student, it changes something within you and you become more receptive to them and have a better understanding of why they do the things they do in your role as a teacher. And also, most importantly, your knowledge base changes too. No one thing stays the same in 10 and 20 years; everything changes, your knowledge also changes, and what you teach will change a lot with the time. And if you take classes you stay current. I think that is necessary. And I think that the classified are the same. Give them opportunities to get more educated. The more educated they are, the smarter they will become and the school will be much smarter for that too.
Professor T. also perceives professional development to be strategic to scaling up student success, especially considering the needs of today’s student body. He stated:

We have excellent instructors; however, many of whom are not prepared to deal with the student of today, and we need more training, more teacher training in creating more student focused classrooms, and different strategies to reach our different student population, our diverse student population, strategies what will that take into factor race/ethnicity, gender and income.

Dr. Finley was a firm believer that a more effective professional development is needed for the scaling up to be viable. She provided more feedback and a description of an effective professional development:

Well, it has to be completely immersive; it cannot be two workshops here and there. It has to be a track of stuff, that is structured to, scaffolded if necessary, to expose people to a wide range of what is known about working with people of different ethnic groups and it has to be some way of people practicing what they are learning and reporting back to that structure. Whatever it is designed to help them learn these things, so that you can see that some progress is being made or not. Of course you have other ways of knowing, such as the number of students’ complaints or number of students’ issues might decrease, but it might take some time, you will not see it right away. It probably has to be ongoing, not necessarily as intense all the time, but it has to be ongoing partly because we know that those who are privileged amongst us do not see themselves that way. This will call for people to have a self-image change, it’s not going to happen overnight, if it ever happens at all, and it will only happen when there is a consistent insistence of the importance of it happening and when people get over their fear of what happens if they give up their privilege that they did not realized they had. As a psychology educator, I know that this is not easy work, but I also know that this is not something that we have taken it on structurally ever as far as I can tell. We are going to develop a group of faculty who are knowledgeable about the multiple areas of cultural competency and how to incorporate them into their teaching process that nobody else has, nobody does that yet, as far as I know. Until that happens, no.

This consistent insistence on the importance of a professional development that focuses on issues of diversity and multiculturalism, shall be extended to every major leadership
position in every community college, according to Dr. Anderson, who thinks that an effective way to ensure it happens is through the Board of Trustees of Community Colleges.

The ongoing professional development on diversity and multiculturalism, according to Dr. Anderson, will be easy to implement since there are already model practices in place such as ongoing trainings related to Sexual Harassment Training and Safety Trainings and other policies to which people have to adhere. Why not implement ongoing training for all administrators and faculty and staff in leadership positions? Her thoughts and suggestions on this issue:

One of the things I went to recently, it was Safe Places Training, and we all were talking about how did it get to be mandated, ...but that is another issue because on our campus what we want to introduce in terms of safe places is broader than what is used to support LGBT students. But that is where it originates and it is still an important part. One of the things that we talked about in that training is well how do we make people take this training and what came up is that for some reason we all have to take Sexual Harassment Training, right? There are things that get mandated. ... I do not know why not a Diversity Training that is required for everyone to have. And I think that this is part of it. Some of that can come from the Board of Trustees, since Board of Trustees need training and need to require that of who they hire. These are things that I would like to explore with the Community College League because they do that Board Training, so I want to know, and I know that they are sort of a dependent Lobby Group I guess, but what it would take to include them in Board Training. And then it is really the board members that hire that president or whatever if they are hiring people that they expect that of, at least there is something that goes into it.

Dr. Frank also saw a major need for such professional development activity, especially given that many faculty hired in community colleges “are not prepared to know all the ins and outs of how to work with students.” This lack of preparation is a result of the policies that guide the credentials required to teach in a community college,
which currently are minimized to the “specific type of degree.” So, professional
development is the only venue to ensure that faculty have the knowledge base and the
pedagogy of working effectively with a diverse student population. Dr. Frank asked:

Do we do enough of that, to even expose faculty to what works well such that
they will walk away and say: “I never knew about that. But, I believe what they
said and will give that a shot.”

Chancellor Torres added that an effective professional development would assist
faculty in embracing “the bigger picture” because, according to him:

Faculty had difficulty seeing the bigger picture. Where they just see their
program, and they do not see the connection of, even if you are teaching let’s say
reading, many times, because of their work, and I am not sure how you can have
it any other way, but it is important for people to see the bigger picture, where if
you are learning how to read, that is not the goal.

Dr. Anderson gets very frustrated when she experiences the resistance of her
fellow faculty members to any initiative or program that deals with ethnic/race
inequalities. She has to remind herself that just like her students, many of her colleagues
and many administrators in her college, have had little to no training in cultural diversity
and cultural awareness; thus, professional development that increases their awareness to
issues pertaining to diversity and multiculturalism is essential for both faculty and
administrators.

Oftentimes, when professional development activities that focus on “equity
conversations” do happen, according to Dr. Moffatt, “we try to focus on students instead
of focusing on ourselves.” Dr. Vargas thought focusing on themselves more and being
brave enough to engage in “hard conversations” would increase trust, accountability, and
the rate of scaling up. He specifically explained:

You know so again, I think we need to do more work developing those
relationships as well, and what I mean by that, it goes beyond academic
relationships. In my experience, working with students and it transfers to faculty,
staff, and administrators, you got to know each other’s personal lives. You got to
know why are we educators? Why have we decided to be educators? What have
you overcome in your life? I share with you what I have overcome in my life.
What are my successes? All these things allow us to know each other on a much
deeper level that I think allows us to do better work together as a team. And that is
something that I think is rarely, rarely done.

In her training as a psychologist, Dr. Finley also reminds herself that the job of
exposing privileges in this society is a tough one, which is why she reiterated the need for
ongoing professional development that focuses on issues of race, ethnicity, economic
divisions, and other “isms” in the American society.

It probably has to be ongoing, not necessarily as intense all the time, but it has to
be ongoing partly because we know that those who are privileged amongst us do
not see themselves that way, this will call for people to have a self-image change,
it’s not going to happen overnight, if it ever happens at all, and it will only happen
when there is a consistent insistence of the importance of it happening and when
people get over their fear of what happens if they give up their privilege that they
did not realized they had.

Dr. Finley added, “as a psychology educator, I know that this is not easy work,
but I also know that this is not something that we have taken it on structurally ever as far
as I can tell.” Dr. Anderson independently made the same observation when she shared
the following:

We are so afraid of talking about all these staff, we are afraid, we talk about race
but only to some extent. We do not really want to talk about the history, we do
not really want to talk about economic exploitation.
This leads to the importance of structural and infrastructure changes in creating a safe space and opportunities for the hard conversations and professional development activities to happen.

**Infrastructure**

“An infrastructure that allows you to implement new programs” is essential for scaling up student success, according to Dr. Moffatt. She has been a pioneer in the design and the implementation of learning communities but from the beginning, she and her team faced major challenges pertaining to the limitations of the existing structure, especially that of the “management information system,” which allows the enrollment of “a solid cohort of students in a team taught class.” The researcher felt Dr. Finley’s frustration with the lack of an existing payroll infrastructure that would allow for the successful implementation of learning communities:

> We do not have an infrastructure, a payroll infrastructure that supports having learning communities. We do not understand having two faculty persons at the same classroom at the same time and paying them both equally. We do not know how to do that. Without an ability to do that you can’t have an integrated approach to the learning experience of the classroom. As long as we wed to one teacher per classroom, we will never be able to do this because learning communities by their definition require an integration of disciplinary content, it seems to me. So, that’s the first thing that I was aware of long, long, long ago.

Lack of such infrastructure hinders student success and this connection was provided by President Miller when she shared the following example in her role as Vice Chancellor of Educational Services:

> We developed the Academic advising module through data People Soft. It was virtually 90% ready and it only needed 10% of the tweaking and it was the counselors who pushed back. I firmly believe that they saw that the students could actually help themselves and they could then figure out their own program. We
have People Soft. The CSUs have People Soft. Students at the CSUs can type in, it is like My Map, and they can say “I want to be biology major; what do I need to take?” and “what if I switch to business.” It gives them all the courses and it shows them when they are being offered. This is what we should do for our students and realize it is going to help them be successful and not take their job way, but make it more rewarding. So getting past that, so I think we will finally get it but it unfortunately enough after four years that we would actually have had it.

This example also iterates the importance of a “culture change” that will reduce resistance and embrace new structures and practices.

Lack of technology infrastructure is a sub theme that emerged when participants discussed the infrastructure as a barrier to student success. Several discussed the issue of the digital divide for students from underserved communities in higher education. Dr. Finley, who most recently focused her attention and research on the issues of distance education. She praised the researcher’s efforts of ensuring that every student in the student success program the researcher helped design and implement had access to technology and the Internet and voiced frustration because she saw it was not achieved for other students who would tremendously benefit from access to technology. In her own words, she posited some critical questions relating to the lack of a supportive infrastructure for students:

So, I am noticing that this program, this cohort designed to support inner-city, underserved students who have not previously succeeded in academia to cross that border, does not have instructional resources to support that process. They do not have, alright for example, I always use the program that you designed as an example of what can be done. They do not have laptops, why do they not have laptops? That’s another issue, but they don’t. They have computers in the classrooms, fine, but that’s not what we are talking here. We are talking mobile on the go; at anytime, anyplace, anywhere they are, so that they are not being confined in a particular place, in a particular time, at someone else’s schedule.
They are independent, they can function. Give them the tools. Okay, they do not have laptops; in the classroom they do not have multimedia smart technology equipment? Why don’t they? This does not make sense to me. Oh, they don’t because the institution did not structure where they positioned them so that they have that access. That’s okay. We have a solution, and we are going to enact that solution, but still this is a solution that it is three years after they have started the program, for the last three years, or for whatever long this program has been going on, they have not had these capabilities.

Lack of infrastructure, the number of counseling courses being offered to meet the SSSP mandate or the computer stations available to conduct the assessment for incoming students, exposes the lack of prioritizing and appropriating funds for creating an opportune infrastructure that allows success to happen. This infrastructure and resources, according to Dr. Acampo “will also dictate how successful the student would be, you know how the term goes like ‘follow the money.’” To illustrate this point, he went on to provide the following example:

For instance, if you have 70% of your students assessing in the Dev. Ed [Developmental Education] and yet you are only investing 20% of your resources in Dev. Ed., then you are not going to change the conditions that the students have come into the institution.

The conditions oftentimes expand beyond the need for technology and instructional resources. Dr. Finley explored the needs for additional infrastructure that address the needs of the whole student when she explained why many students drop out of student success programs or learning communities:

That’s because there are some things that are not there, and these other things that are not there are not all technology tools, they are also the social networking support, which are huge and they are everywhere. That does not limit itself to the members of the learning communities. They are everywhere. You do not have to be a member of a learning community to be homeless; they do not have to eat. You do not have to be a member of the learning community to have dysfunctional
ways of interacting with people that create problems for you when you are in a classroom. All of that needs another approach, it needs some supplemental, all-encompassing, life structured enhancement tools, that is people; it is stuff. Mostly it’s people with stuff, people who have awareness of how to use the stuff to support other people, it is not just stuff. Clearly that won’t work, give them all the technology they need, it will not work, it won’t go anywhere. It has to be a really dynamic one-to-one relationship. That’s another reason why it is difficult to scale these things up.

This “other approach” as Dr. Finley articulately put it, has to be an “all-encompassing” approach, and any scaling up framework needs to deal with such a complexity in order for student success to be achieved. An extended list of barriers, reported by the participants also supports the need of a complex approach and intervention. But, how will this all-encompassing approach or framework look like?

What will be the main elements of scaling up student success?

**From “Pockets of Innovations” to Institutionalized Practices: Six Essential Elements of Scaling Up Student Success in Community Colleges in California**

So, I think having a good model and doing your research to say “these are effective methodologies, effective practices” I do not like the term best practices, but effective practices that have been used, so we can take this, this, this, put it together. And I say this, this, this, like a puzzle, each of this is a part of pieces of the puzzle. (Chancellor Ellis)

The researcher embarked on a long journey of establishing a framework of scaling up student success initiatives and programs in community colleges. This journey began with the researcher’s own struggles to institutionalize best practices and strategies while attempting to scale up a pilot project program that provided wraparound services for 90 students of color, first-generation college students, low-income students, and foster
youth. The researcher is not alone in facing these challenges, which at times can generate hopelessness and disillusion. The researcher can identify with Dr. Finley when she stated:

What I see is, to be completely candid, a lot of hopelessness, I do not see how this is going to work, because I do not see the commitment that is willing to make changes that need to be happening in order for the door to have a different shape from what it is now.

Amid the hopelessness, the researcher was committed and motivated to step away from the project for a while to focus on more research that would identify more effective solutions and strategies to scale up the project and its practices. Initially, the literature review yielded very few results for scaling up practices and in higher education. While the literature in K-12 education has been abundant, a simple replication of that literature to higher education presented major challenges given the presence of great differences between elementary and post-secondary education in the United States. The sole framework present for higher education was borrowed from the field of business, with no contribution made by the practitioners and leaders in community colleges.

Researching the scaling up theory in depth and listening to the voices of practitioners, who together represented 307 years of service in community colleges, was a great combination for generating the scaling up framework. In the journey of establishing this framework, the researcher specifically asked about the elements essential for scaling up student success for underserved communities in higher education and the need for such a framework. This framework must be placed within the context of the current socio political environment of the state of California and community colleges’ role as being instrumental in the work of increasing educational attainment.
Early in the research, it became clear that scaling up student success programs in community colleges is a complex task. Elements of scaling up student success comprise a long list (see Appendix F for a full list of all elements). As each participant added more knowledge and insight into the framework, the task became even more challenging. While the themes kept emerging, the topic itself became more complex. Participant after participant not only solidified certain themes, but added new and additional elements that augmented the previous participant information and led the researcher to more solutions and strategies. It was not until the 12th interview when Chancellor Ellis discussed the concept of a puzzle that the researcher started to understand the complexity and recognized that a scaling up framework is indeed a complex puzzle. It was when Chancellor Ellis when she stated, “so we can take this, this, this, put it together. And I say this, this, this, like a puzzle.”

The introduction of the puzzle concept consolidated all the themes and feedback in a more genuine fashion and allowed for the emergence of a clearer picture of the entire framework that closely resembled the reality educators face in the day-to-day work. The researcher embarked on the continual arduous work of analyzing each suggested element by first coding it and later creating six axial codes that would encompass of the initial codes. This refocused her search on each individual piece as a more practical and manageable way to approach such a complex issue. In addition, the comment made by Dr. Van that scaling up is an “ongoing cyclical process” added another dimension to this puzzle. The scaling up process and work has to be cyclical and ongoing and is comprised
of a blend of practices and interventions. Hence, the idea of a wheel puzzle seemed most appropriate for this framework. This scaling up wheel will hopefully be the wheel that will turn the dismal success rates for students from USCHE around. The student success scaling up wheel is made of several complex elements listed below and put together in a visual illustration at the end of this chapter. Each piece in this puzzle is another wheel in itself made of several elements that, if working together, can ensure that student success for students from USCHE is possible and attainable and makes this the wheel of equitable success for underserved communities in higher education. All elements would hopefully contribute to the all-encompassing approach to which Dr. Finley was referring throughout her passionate interview, which was supported by all other participants who used words like “complex,” “aggregate approach,” “wraparound services” among others.

**Puzzle Piece 1: Identify Main Pillars of Student Success: Implement Best Informed Practices, Document, and Disseminate their Impact**

If that vision is not there, you can’t scale anything, because you might support the rhetoric, but you won’t support the program itself, and it makes it very difficult. And it is not only about the program; it’s about the principles of the program. And in my opinion, that’s where the focus is. When we talk about scalability, we need to agree first and foremost the principles that make it successful to begin with. It’s not the programmatic activities and elements that you invest in but it is the principles of how the program behaves with its students, and how does the institution behave with its students. (Dr. Acampo)

To scale up student success for underserved communities in higher education, especially in community colleges, leaders and practitioners are using institutional data to draw attention to the dismal outcomes for students from USCHE. The dissemination of data engages these institutions in a transparent and broad discussion of the barriers to
student success. This has been what Sutton and Rao (2014) referred to as a “hot cause.” The open discussion of this hot cause in higher education would result in some “cool solutions” or brave new initiatives that would address the hot cause. The open discussion of the recent inequitable outcomes would challenge the assumption and practices that hinder student success by implementing best practices that do yield equitable educational outcomes. Students themselves would be the allies facilitating the implementation of new and equitable practices. In the next sections, some successful strategies utilized by practitioners and educational leaders are described.

**Identify and measure inequitable student success.** Some of the best practices in scaling up student success started first and foremost by educators carefully identifying and measuring the issue of inequitable student success, especially for students from USCHE. Identifying and measuring this issue made the issue real and present and creates opportunities for increasing the awareness and the support for scaling up student success. The identification of this issue begins with purposeful observation and is followed by intentional data collection and analysis that expose the major barriers to student success as well as major elements of successful practices for the entire institution.

As previously mentioned, Dr. Acampo and his team first started their efforts to scale up student success by paying attention to the:

number of students who would enter our institution and disproportionately disappear at certain times during the semester. And, we noticed that they were males, and males of color, whether they were Latino or African American students. So, anecdotally our initial reaction was we were seeing them coming, and we were seeing them in the quad and then on the third week, and the fifth week, and the seventh week, we started to see less and less of them in the quad.
Dr. Vargas also was paying attention to the data when he was working as a faculty member teaching a program designed for concurrent enrollment working with “senior high students who were on the verge of dropping out” by reaching out to them and instilling in them the dream of not only completing high school but also enrolling in a community college. This purposeful and intentional work in Dr. Acampo’s institutions was made possible by using the data wisely. As Dr. Acampo added:

When CEU [Center for Urban Education] came to work with us on the data, it actually allowed us then to win individuals, because they were able to see and view that the work that we doing was tangible, and not just theoretical.

Identifying and measuring the problem of meager student success for students from USCHE is a primary task for Chancellor Ellis. She also supported the identification of the problem as an important first step. In her institution, they were surprised to find out:

We all know African American men fare much lower than any other ethnic group. There is some evidence that in the API community, people of Hmong decent, which are a subset of API, are even worse than African American men. But we do not capture that. We have it, but we do not capture and present it in a data point.

The above observations as well as increased awareness of student success call for a closer look at the data.

So what we ended up doing, we started to look at data and start looking at traditional ways of how institutions look at diversity. It was never disaggregated. So you looked at gender, you looked at race, and you looked at age, and sometimes you even got even lucky and look at other levels of diversity, such as socioeconomics or sexual orientation. But, it never was really disaggregated or it was never intersected, so a person who might be gay, or identifies as being Lesbian, who is single mother and who is low income and Black. Those are five intersections that we never usually take a look at in terms of creating a profile and
understanding the challenges that student brings in the college. So those are the types of conversations and dialogues so we start saying that we cannot cut data the way we used to. It is much more complex when we are talking about human nature and human elements. (Dr. Acampo)

Using data that capture all of human nature in its complexity and serving the whole student was another common theme among the research participants. As Dr. Finley reminded during her interview, students who attend community colleges are often struggling with issues of homelessness and other serious social and psychosocial problems, as she referred to them. She shared the example of a student in a student success program to reiterate the complexity of her work.

I have one student in one class who is a Gateway student, who is having serious psychosocial problems. She cannot finish the class, and it is not just because she is not smart. She is smart, she is very smart, but she has not enough external stuff going on to help keep her functional. So, she got depression, social anxiety, she has got all kind of stuff going on.

A careful examination of the data at another community college surprised those at the institution and made them reflect on their practices. As Dr. Moffat shared:

Through the scorecard that we did here in 2006, one of the data [sic] indicated from our majors here at the college, that some kind of way we were unconsciously tracking students of underrepresented populations more into the social service type majors than the other groups. And these are lower paying jobs when they come out. So the question was: the data showing that most of the majority of students were directed in lower paying majors, so why is that? Is it counseling, career advisement? Are we unconsciously doing that or consciously doing that?

All participants believe that in addition to looking at the data in a unique and a more equitable way, there is a need to continue to collect data that reflect students’ experiences by constantly listening to students’ voices and experiences. Chancellor Ellis
was proud that the colleges making up the district she was leading in her role as Chancellor joined forces to conduct several focus groups and surveys to identify some challenges students face that prevent them from degree/certificate completion.

We started looking at what are some of the factors, and we did some focus groups, we did some surveys, we did some interviews and it is not representative of everything, but we did some sampling. We have institutional researchers at both campuses, not at the district office, because I think you can focus more on your campuses and then you can aggregate. And what we found was there are several factors involved. One of the biggest factors, which I was a little bit surprised, was transportation, transportation and childcare. I kind of knew it but that was a big thing. That is exactly that. “I do not have a car” or “it costs me too much, the bus is unreliable,” all of those things, or “I work I have to get from here. I have a have car that is a jalopy and it breaks down,” “I cannot afford to get it fixed,” or “I need new tires.” All the things that go along with the maintenance of a vehicle, or “I am a single parent.” We have more women that go to community colleges than men, women tend to be the caregivers, they tend to be the ones that take care of their children, and they put their children above going to school. If you have a sick kid, you cannot take them to childcare, you got to miss class, you cannot take them to class with you and not all instructors are understanding of that, those two factors.

Dr. Anderson also thinks that leaders and faculty have to put themselves in students’ shoes. Identifying these challenges and identifying with students’ experiences can lead to better programs and practices that would produce effective outcomes, especially since the data identify the barriers and challenges and create pathways to better practices, programs, collaborations, and partnerships. However, these challenges and data have to be discussed in the open so the entire institution becomes aware of the issue.

**Discuss inequitable outcomes in the open.** The communication and the dissemination of student success outcomes for all students, especially for students from USCHE, is a focal element of scaling up student success. An open conversation about the root causes of the dismal student success rate for students from USCHE is seen as
extremely important for an effective scaling up of student success programs. President Romero asserted:

I have this notion that you have to legitimize the conversation somehow, and I think some folks believe the conversation of formally what would have been diversity, or affirmative action, and now is the question of outcomes and equity, but the question that has that kind of subtext of race, class, gender difference, that somehow that is a pocket conversation. It is not an institution-wide conversation, so I believe my work has been in part to bring the vocabulary and the concepts of that kind of conversation into the primary documents and the discourse of the organization. (President Romero)

Tying the dismal outcomes for students from USCHE with the real root causes can be extremely challenging, but it is a challenge that needs to be overcome in order for the institution to be able to address the current inequitable student success. Dr. Moffat reiterated the importance of an open dialogue on multiculturalism for any institution of higher education. According to her experience, this dialogue is more challenging in diverse institutions since there is a false perception that there is already diversity present.

So, the other thing that I think which I am promoting here because we consider ourselves to be a diverse institution we sometimes fail to have consistent dialogue on multiculturalism and diversity issues, whereas institutions that are majority institutions, they know they have to have diversity initiatives, ongoing diversity conversation, they have to have ongoing diversity recruitment. In our institution that conversation is just as critical, even though we have more diverse faculty and more diverse students because there are a lot of perspectives. And I see in the United States, from an African American perspective, the whole Black/Brown issue, instead of being together is more I do not want to call it combative, but it is we versus them, when we are all we, we all are marginalized, or whatever.

Discussing issues of inequitable student success in the open will also allow for an exploration of the importance of a diverse institution to meet the needs of a diverse
student body. Dr. Finley explicitly recapped the importance of a more diverse faculty and level of administrator diversity.

There is a tremendous disparity in ethnic representation between the students who are coming in the door and the teachers who are in the classroom to greet them. Until that is corrected, until the culture competency and the global awareness has infected every faculty person who is existing in that environment, there won’t be enough glue, there won’t be enough sticky stuff going on between the students and the faculty people to give them some idea that there is a light at the end of this tunnel. Most faculty who do not have that kind of cultural competency have their ideas about what works and what does not work, and what should happen and what shouldn’t happen, and they often either in spite of these ideas or because of them, have disparaging attitudes towards those students. You can feel this. It does not take much notice for somebody to think you are capable of anything. (Dr. Finley)

Dr. Finley’s statement leads to the other element within this puzzle, the element of crucial open communication that would bring erroneous assumptions about students and student success to the surface. These assumptions have a direct negative impact on student success and also on scaling up success initiatives. Dr. Moffatt expressed her concern about some assumptions when she shared the following:

I grew up during the Civil Rights Era. I went to college when there were the sit-ins. I remember growing up and could not go to the Woolworth store because I was Black. I remember places I could not be with my family, and so when my daughter was growing up and I would say something and my daughter when she was about in sixth grade, in middle school, she was like “Oh, mom” why is it always about the race?” and I had to look at her and say “Hee?” But, by the time she got to high school she started feeling it. When she was younger she did not feel it, when she got to high school, she started understanding. I mean like her eighth grade teacher, one of her history teachers said in class, and I will never forget that, she said “Momma my history teacher when she was explaining in the class about slavery she said that the slaves wanted to be slaves because there was a way for them to be taken care of.” And here my daughter is, and she might have been the only African American in the class, and she is like “Wait, who would want to be a slave?”
Hence, Dr. Moffatt is just like President Romero, Dr. Acampo, Dr. Frank, Dr. Finley, Professor Tony, and Dr. Anderson in her feeling strongly about the need to challenge these assumptions.

**Confront assumptions and practices that hinder student success.** Dr. Miller’s devotion to student success is guided by her firm belief that all students like the feeling of success and while they are given an opportunity to succeed, they would like to try more of it. However, challenging assumptions require that the institution engages in and starts:

- the dialogue about the culture and climate of equity just amongst ourselves, and what are we feeling. And, racism, does it exist? Is there racism at our institution? If it is, where is it? Why is it? Who is it with? Why don’t we talk about it? If you do not have the dialogue and everybody is going around acting like these things do not exist within the institution, then it just happens in silos, people just talk in their own groups. (Dr. Moffatt)

In addition, “engaging into the uncomfortable conversations” is essential for student success, according to Dr. Vargas. These uncomfortable conversations should not be pocket conversations, as President Romero advises, but should be embraced and explored.

**Engage students in the design and implementation of scaling up efforts.** “If you are designing those things for people that you are intending to serve, ask them first. That’s important” (President Van). Listening to students’ voices and capturing their entire experiences is seen as an important element of designing programs that will scale up student success. These programs also will not only produce equitable student results, but would be a better fit for the institution. President Van believes:
Another piece that is critical…is designing a program for students that really makes sense. What this means is conducting focus groups for the students in the beginning and during. We designed this program for you, does it make sense, and is it what you need? Students will tell you that this is not what we need. (Dr. Van)

Dr. Van was especially proud of one of his previous experiences in scaling up student success. As previously mentioned, he recalled how one of his efforts to scale up a student success program turned out to be not as successful, and, faced with this meager outcome, he decided to turn to the students.

So, we asked the students what we were doing wrong. We used the information to change our focus… and aha, all of a sudden we needed two rooms.

So that’s what I mean by just to get students interested and aware. And while they got there we asked them about the curriculum, it is making sense, is this helpful. And so they gave us that feedback. Designing programs from the outside in is very important. And I think this is the approach that we are taking here at our college and all our programs.

Listening to student voices is essential for implementing programs and services that create opportune environments for students to succeed in attaining their educational goals. Dr. Frank’s entire interview focused on the importance of listening to student voices when designing and implementing student success programs. These voices are not only important in the designing phase but students can be essential in the implementation phase of these programs. President Miller found significant value in utilizing students to scale up success in a role as peer mentors, or, as she stated, “having peers share their positive experience” or their role as student ambassadors or even “having students that have taken the class a year before actually attend and help the students.”
Engaging students in multiple ways, including the design and the delivery of the academic content material is powerful for both the student and the college. Dr. Acampo recalled his previous involvement in a learning community program for men of color:

So what ended up happening there was we created the learning community our students started signing up for it and it was very critical learning community where we actually talked about Brown Revolutionaries and then associated that with who they felt are their heroes and heroines today that connected with those individuals. And it was actually an interesting class, students appreciated it. It was not so traditional, where we also had speakers coming in, and students started to write. We knew that they were already reading stuff with the way they were articulating in the class on their own, but then getting them into writing, because part of the philosophy of the class is to begin to become producers of culture and not consumers of culture, right? And so, they started to write, and in my opinion that's producing something that stays with them, and they are able to share. And so, at the end their projects were writing Spoken Words. And feedback we received from students was that it was able to sustain them, it was able to sustain them, and engage them and turn them into something academic, that most folks did not know how to, and that was a bridge for them from the streets to the school. So that was good feedback for students. Many students also said that the spoken word was a healing mechanism because they never reflected to it in that way or were forced to reflect in that way.

The role of students extends beyond the identification of essential elements and their effective role in scaling up student success and the enrichment of the curriculum. In fact, their role and their voices are “gold” in efforts to disseminate and spotlight student success, which is another important aspect of successful scaling up.

**Document outcomes and spotlight the success.** Documenting the impact of student success programs is seen as a very important element of scaling up student success. In addition to its documentation, disseminating the success is the other important aspect. Dr. Frank found extraordinary value when people involved in scaling up disseminated their successes:
Send that out to the Department Meeting, Senate Academic, Education Planning Committee meeting, rather than it is just over here an isolated experience, which works, but it is isolated so to speak. You know that if somehow it goes through various venues that all kind of people are hearing about it and it becomes a part of your planning process because you say we want to do what is successful. That is in Program Review, where you are selling it to other people, and somehow you spotlight it that “We are getting a lot of high success statistics from these approaches that we are doing, so what does that tell you?” You say to the college about trying to increase the success rate and the completion rate and all of that. If these things are working, why we do not do these with students?

Spotlighting the documented success serves as an opportunity to gather more institutional support and to garner “an institutional interest already to move in that direction,” which is paramount to scaling up, according to Dr. Acampo. The best outcomes are felt by students because, according to President Van, students:

are the better messengers for inspiration. When you hear their testimony, or when they say they are thankful or that they like to see these things, that’s gold, and all you do as an institutional leader, whatever your role is, is to reinforce that, come back to that and keeping everybody together.

In sum, the first element of student success addresses the importance of data, open conversation, and student engagement in the process of designing best practices and the importance of dissemination of the outcomes. Figure 11 provides a visual description of the first piece of the puzzle of the scaling up success which in itself is made up of several elements.
In addition to the analyzed elements in Figure 10, scaling up student success needs to focus on people who will make the scaling up possible. The data and the dissemination of the success cannot possibly ensure equitable student success outcomes alone.

**Puzzle Piece 2: Focus on the People that Make Scaling Up Possible**

How do you make sure that the right people are around the table (Dr. Van)?

Scaling up student success in community colleges would not be possible without the devotion and the work of people who make the scaling possible. All participants...
deliberated on the importance of identifying student success champions, making everyone part of the student success team, hiring the right people that would support student success and providing ongoing and effective professional development activities to create an institutional student success mindset.

**Identify student success champions.**

You can have all the data …But, if you have not created the desire, the interest in what you are doing it does not matter. People are not either going to fund it or they are not going to feel it. So, in addition to gathering the data is important to gather what I call the soft data, people, those who are going to be your champions. Who can champion that program? (President Van)

Dr. Vargas had been actively engaged in scaling up student success programs in several community colleges. He thought a main element for a successful scaling up practice is the people hired to implement the program. More specifically, he stated:

Some of the main challenges that I have seen is that honestly a lot of it right now has to do with people that are implementing the program. If you have the right person that can connect with students that has the passion, knowledge, the understanding, the sensitivity, the work ethic, commitment, you have much more likelihood of that program or practice being successful. If you have certain folks running the program that do not have that skill base, and it can be any of those characteristics that I just mentioned, programs are more likely to flounder. (Dr. Vargas)

President Van and Chancellor Ellis referred to the leaders who are behind the implementation of these programs as the “faculty champions.” According to Chancellor Ellis, these champions are able “to kind of push through the resistance, which is inborn in everything.” There is almost a full agreement between these two leaders when it comes to the qualities of student success champions. President Van described those qualities in more depth:
Their qualities are characteristics of a phantom captain. This is someone who can submerge their ego for the good of the whole. It is very important. They are almost unencumbered by political ego. The second thing is someone that you can trust, almost trust with your life, they will keep their word, and they will do their work, and the work can include talking to others, convincing others in places that I cannot go to lower the resistance to change because that person is not going to hear me because I wear the suit of an administrator, or I come from a different background. These are the agents that kind of work together, not clandestinely, but you know, they are not always the ones out front but they are definitely leaders in their own right.

Faculty persons are identified as the best leaders and champions for scaling up student success. President Torres believes it takes an entire institution to scale up student success, but he specifically focused on the role of the faculty as being very essential to this work. He stated:

I think faculty have the strongest relationship on campus with students, and so everything that you really want students to understand and engage, at some point, using a faculty vehicle for that engagement is going to be critical. And I think faculty have to think about that role and tell us how to do that with them. I cannot go there and say, “Now you will have to use three hours of your class to do A, B, and C.” It’s got to be something emerging from the faculty as they recognize that it will have an effect on student success.

The faculty champions have the ability to bring other people along with them, expanding the cadre of leaders and champions. Chancellor Ellis is “fortunate” to have had the ability to always find “a champion” in her 30 years of experiences. According to her, these champions are usually faculty who are respected by colleagues and have earned “a certain status on campus as an innovator, a leader, honest, trustworthy.” President Romero also reiterated that faculty are essential to scaling up student success for all students because, according to him:
Faculty either knows what works, or can figure out what works in dialogue with other faculty. So, I do think there is some level of investment in professional development that we need to make and to figure out how that looks like and I do not think it is management driven professional development activity. One thing that I learned at Alpine College watching really smart faculty working with smart faculty, is that when faculty get a chance to meet with each other and talk about what works, there are the best. They are excited, they are engaged.

The identification of faculty champions has a multiplier effect since these champions have the ability to bring and energize other faculty and members together to make everyone a member of the student success squad.

Make everyone a member of the student success team. “There is much more success in the sense of community and people coming together as community,” Dr. Frank. President Romero thought scaling up student success would be possible when:

Every classified member at a counter or in the lab, every faculty member in the classroom, every manager making a decision, supporting a program has got to be thinking about how does it impact students and how does it create a more equitable environment.

Dr. Frank also saw this element to be very important for scaling up student success because, as he stated during his interview, scaling up does not happen “when certain practices or certain options would become kind of the work of one person, where because it became the work of one person, it was not becoming a part of the culture at the college in that a variety of people did it.”

But the most challenging task is how to make every member of the institution devoted to equitable student success. Chancellor Ellis shared a strategy that has worked very well for her. First, she starts by identifying and promoting a faculty champion that “has a certain status on campus as an innovator, a leader, honest, trustworthy, all of the
traits that people would say “oh, I trust Diana,” “If she says that, I believe her.”

Secondly, she ensures that in her role as a leader, she provides good support for the champion(s) and when people with “green eyes of jealousy” ask “How come that Maria gets to do that?”, she quickly responds by saying: “Would you like to be a part of it?”

According to Chancellor Ellis, it is extremely important to be:

inclusive because you build momentum and get ahead of that falcon that tips the scale, and before you know it, everybody wants to be part of the bandwagon because it is successful. Because everybody wants to be part of something that is successful.

Being inclusive and collaborative is fundamental to scaling up student success and to ensuring that every member of the institution is a member of the student success squad team, according to President Van who sees communication as a vital element in achieving this goal:

That communication piece is so important because people see different things and even in the room full of folks who may see that this is a challenge or an issue, they would like to come to it from their area of strength and/or expertise that might lead the program to go different directions. So is having someone or a group of individuals who can one, submerge their egos, two, agree to fashion a program that aligns with the values of not only the values of the institution but also their own personal values, so there is some stake for them to be involved and to continue to be involved. So if we were to say they would not want that science focus then we automatically discarded the science focus or the science curriculum. Or if we say to the community person that we will wait and do this, then there is no role or no room for that person at the table. Everyone around the table has to agree that there have to be some common things that we can move forward and align ourselves with. It does not have to be in everything, but at least there is a stake and a role for them at the table.

President Van thought making everyone a member of the student success team should start with the design of the project because if leaders fail to do so, then the
implementation will suffer. He described how a well-designed and well thought-out student success program failed to be institutionalized:

They failed to include more people, i.e. the right people, this would have been line faculty, the senate, key student services people, because of the rush to get in the proposal they were kind of left out so when the proposal was funded then they tried to bring everybody back in. This proposal writing team even called themselves the Dream Team, and while that was catchy and kind of developed the cerebral core box of the team, most people felt since they were not included in the Dream Team, that there was no place for them at the table. As a result of that, they felt that, well the Dream Team will implement it and they did not even have to worry about it.

President Van extended this membership to community organizations and volunteers and every member committed to success. The open membership is another important element, discussed more in depth along with the importance of advocacy and collaboration with all stakeholders. Bringing everyone together to discuss strategies and practices that would allow students to excel have been proven successful in the experience of a student success program Dr. Frank brought forward as a good example of a program producing excellent student success outcomes:

But see it was a program, and every one of those instructors met almost weekly for a couple of hours, so that like, if there was a need to do shared assignments across classes, so you might be writing something in English that you would then use in your history class. Then was tutoring, there was an expectation that students would create partnerships, and at that point of time even give your phone number to one another, so you could call up and say, “Hey, I did not get that in class and study groups” but because they pulled these instructors together every week, every couple of weeks, they had a dedicated counselor, they had a dedicated director of the program, you could see the difference because it became a part of college culture then. It was not Erin’s program, it was the college’s program which these people had bought into because it worked and engaged the students.
Identifying student success champions and transforming the institution into a collaborative team of student success is essential. Equally important is to hire people who support student success and contribute new knowledge, energy, and skills into the “Herculean task of bringing them to preparedness for degrees/certificate and transfer” (President Romero).

**Hire people who will propel equitable success.** Hiring people that support and contribute to the equitable student outcomes is another great purposeful investment in the scaling up process. According to President Romero, hiring people committed to student success has been another efficacious strategy and an essential element for scaling up student success. President Romero supported his decision to hire the current Vice President of Student Services for the following reasons:

And one of the reasons I hired him, I knew him from a previous college, just watched his maturation, I knew he would bring both a commitment and a conceptual framework for the work and I thought we needed both. And I do not want to leave all in student services but needed a high-level senior manager who did not see it as a side work, who saw this maybe be as his primary work, and in his case, he sees it as his life work. (President Romero)

Hiring the right leaders is a theme echoed by other research participants. Dr. Moffatt also thought:

Leadership is critical to scaling up any project, lack of leadership. I just do not think you can do it, not in community colleges. I think when the leader walks the talk, everybody follows. That’s my opinion, when the leaders that roll up their sleeves, they are clear about vision, they walk the talk, people know that what they say is what they mean, then people have a tendency to get on board and to try to be productive.
Professor T. offered some more specific ideas and solutions to hiring people that would support student success:

The organization culture, it’s going to have to be open to change: changes in different processes, for example, the hiring process. Our hiring process has to include some type of solicitation of evidence that our instructors, even administrators or even staff, would be able to contribute to students’ success. Going beyond just having basic questions, it has to be documented evidence and demonstrated evidence that they will be able to contribute to student success.

In sum, focusing on people who scale up student success is purposeful and time and effort well spent given that these champions have a multiplier quality and motivate each member to be part of the student success team. Hiring people who add new insights, knowledge, and skills to the task is equally important. Identifying student success champions, making every member of the institution part of the student success team, and hiring people that propel student success are paramount to scaling up (see Figure 12).
However, as President Romero stated, the institution must provide space and structure for student success champions to effectively do the job. Structures regarding how to identify and hire people that would aid the institution in their efforts to scale up success must also be in place. How can this be done? Dr. Finley paralleled this task with the one of “pulling teeth out of the dragon’s heads;” however, some educational leaders offered some solutions and ideas on how to change the structure to support student success.
Puzzle Piece 3: Increase Agility by Decreasing Bureaucracy and Increasing Accountability

Participants in this research agreed that the current landscape and infrastructure of community college is an impediment to student success. Mrs. Hello Kitty, a Learning Resources Specialist, is devoted to student success, as she works tirelessly to coordinate all the resources needed for student success, including conducting assessments and coordinating the work of instructional aides and student helpers. She shared the following feedback regarding the role of infrastructure:

A lot of the times someone brings in an idea and it has to go through this committee, and this committee and this committee, and it takes three or four years, and by that time the whole idea has gone down because the money is not there anymore, and neither is the need. It should be a faster pace of introducing new ideas. People are not stupid, they would know if something is working or not. But it should not be so much red tape to make those ideas work. If it does not work, then it does not work, and then remove it. The same time that it takes you to introduce it, it shall take you to easily remove if there is less red tape but what if it does work? What if it gets people jobs and makes communities better?

Professor T. brought up the same issue but further expanded it beyond the shared governance and college leadership barriers and the maze that everyone has to go through to implement new ideas. He extended the discussion to state policy when he contributed the following information:

I will start with the state level. If we look at the California State Ed Code, [it] is very thick and California State in terms of community colleges, in my opinion, is overly regulated and sometimes it can hinder instructors’ efforts. I am not saying that is designed to do that, but because it is the policy, it can hinder instructors’ efforts to be innovative, to be creative because they have to, even though they have academic freedom, they have to teach within the laws governing education. In terms of federal policies, I do not have a response for that now.
Chancellor Ellis also saw certain state policies as hindering student success. She specifically mentioned AB 1875, an Assembly Bill in the state of California that states curriculum is the purview of faculty and the administration has to primarily rely on faculty on 10 + 1 issues, with curriculum development being one of those issues. Chancellor Ellis shared that prior to AB 1875, she, as an administrator, “could say I want a class in this… and …go out hire somebody and then they teach it.” Currently, she is not able to do so and she perceives this as a structural barrier. President Romero reiterated the same issue; he realized “there is a high, high commitment to a very detailed process here, and so you can lose what you want to do by violating process norms here, so you really have to kind of figure out how to work within or at least not in contradiction to the norms here.” Hence, working within the current structural limitations of the existing infrastructure can present challenges or slow the progress, but challenging the current infrastructure to create better processes, pathways, and opportunities for students to succeed is essential for student success.

Create infrastructure and pathways that support student success. “One of the other biggest things for the scaling is making sure the students can see the light at the end of the tunnel,” President Miller said. President Miller had extensive experience in both K-12 and higher education and focused on the importance of creating pathways for student success. She continued to give advice on how to ensure that current structures create that hope needed for students to succeed.

As Pedro Noguera says, “You cannot catch up by going slow.” Really ensuring that we have some accelerated programs, so that they can do some foundational
and pre transfer course, so that they can do it in compressed time that they can immediately can get to the college level and fun classes because if you make them repeat things that they were not successful [at] in high school they are going to lose interest and not complete. (President Miller)

Creating “pathways to student success” requires a change in the existing curriculum and infrastructure in community colleges that starts with the state policies and goes down to the institutional practices. While Professor T. started with changes at the state level first, he continued to the hurdles created within each institution:

I will say this. It is always good to have buy-in from your campus community; however, the institutionalization of these programs cannot be bogged down in bureaucracy and extended consultancy processes, where everyone needs to agree and come into a consensus. No, [there’s] got to be some way to obtain the approval without having something bogged down in bureaucracy for years because of lack of approval or agreement between different constituents and the program goes away.

Several other participants provided rich insight into the institutional practices needing change. Chancellor Torres thinks community colleges:

are not agile enough with the curriculum to support businesses and industry, so while business and industry is willing and able to support community colleges, it takes us too long to adjust to their needs, and frustrates them and they pull off or pull away.

Dr. Finley expressed frustration with some of the current practices and the pace of instituting needed changes when she referred to the delay in providing technology resources to students enrolled in a student success program. The maze of shared governance committees and the processes through which one has to go to implement new practices has been brought forward as another example that slows down innovation and innovative practices.
A more flexible infrastructure focuses on the goal of assisting students to complete their education and creating ample pathways for them to succeed. This new infrastructure will increase both the availability and the accessibility of the new programs and services created with student success in mind. President Miller and the college she has been leading have all these issues. More specifically:

So, definitely communication and publicity, having peers share their positive experience, having a schedule laid out that's very clear and concise. I should say actually a variety of schedules available that would fit students' needs. And really just having, making it simple for the counselors to enroll students. The other piece that I think really can help them be successful is improving the articulation agreements. I actually believe that we should not even have to do assessments, if we create better articulation agreements, at least for students that have completed high school within the last couple of years. If we have better articulation agreements we can know then when a student finishes class A at the high school they are automatically ready to take class B here. And develop a way to teach some of the classes that they can get the credit. What continues to happen is students are unsuccessful in higher school and we let them not get finished and come here and start it again. There are not reasons to get the entire prerequisite in high school to come in to college level. And I think this is what is happening with the Career Pathways Trust Grant and a lot of what the state is looking at to try to help that. So just picking up an assessment test would not solve it. It is better articulation with the course work.

Redesigning current programs, practices, and services with student needs and goals in mind has produced successful outcomes for President Miller and her institution.

We redesigned it and there were a lot of concerns because in the past we had a huge amount of underrepresented students in the Succeed Program that were coming, but it was not as effective. It was taking 6-10 years; it used to be that the higher percentages of our graduates were SUCCEED students. That was before we had many students really attending full-time. We are a different college than we were in 2006. We have more than tripled our degrees and certificate completion and actually more than doubled our UC transfers in the last couple of years. I think the piece is really designing the program, so what SUCCEED did is say we are going to give all students the first year of general education, and then they can pick their pathway and in the second and the third year, depending on
how many classes they would take, would be in an Associate Degree for Transfer. We have 14; we are 220% of what was required, so we had faculty really design those. Having students recognize that when they go into that, they would be ready to automatically transfer to a CSU and would help transfer to a UC. We have some faculty designing that and to me this is what programs and scaling is, just helping the students get their general education and the requirements to go into an area of interest.

Eloquently stated by President Miller, scaling is ensuring that students succeed in reaching their academic goals and are given plenty of opportunities to explore their interest by making sure that in the process of exploring, they take courses that can be transferable to the next institution of higher education. A research participant, in her roles as both a President and a mother of two young adult children trying to navigate the maze of higher education, spoke:

What I realized in community colleges was students were coming in without much guidance, and really sadly enough, they could meet with the counselor and still not have the guidance. Helping students realize that if they would just get in a pathway of study, even if it is very loosely connected, they would be much more successful. I often think of even my own children and how I helped them look at courses and making sure that whatever they take would count for transfer no matter what major they choose. And so, this is what we have done currently at Perkins College, helping students with the first-year experience to ensure that they get into English, a math and a social science class, and each one of those would be able to transfer no matter what program they choose to go in.

Establishing an infrastructure that first invites the student to the college, secondly, gives students clear choices and ample options to succeed, and thirdly, provides the needed support along the way is what it means to create pathways to success, according to many research participants. Dr. Frank solidified the above thought with a story:

From the minute that you walk in the door, you need some kind of connection immediately. I remember a story, of as student who was a veteran, who was told that “you got veteran's benefits and you need to go to college and use those and
get some education above and beyond.” The student walked into the college, there were no ambassadors whatever, and the student had nowhere to go. “I do not know where to go first. Where do I start?” And, the student walked out of the building. And by chance, so predict how the chance value would be, by chance that student walking down the street bounces into somebody she knows, and the person says: “What are you doing here?” and she explains: “Oh, I was told to go to college. I went over there. I did not have a clue where to go” and the person said “I will walk you back where you came. You are coming with me, and I will show you where to start” and the student stayed because it was like: “Now I am not on my own.”

Participants offered specific suggestions such as the one offered by President Miller:

I think definitely tutoring, I think having more discretionary funds to help with tutors, having embedded tutors, having students that have taken the class a year before actually attend and help the students. I think I do believe if we had to do a few more things like they have at a 4-year, like a lecture component and then having a break-out session, it would be helpful. I think we can do that and we can develop the curriculum. But it gets to the funding, if we have a small class and you do not get as much money.

Chancellor Ellis also brought up the same issue of revisiting some of the current practices of teaching and lecturing:

We teach in a way that sometimes we were taught, which is in a lecture hall with 60, 70, 80, 120, 200, 250, 300 people. The instructor is on the stage; you are writing notes. We are still doing that. Now, I am no saying that for certain fundamental classes you do need to learn the mechanics, but research shows that students when they are engaged in the learning process, are more apt to learn than sitting in a stage. So, one of the things that I talk to businesses about, and I also said this to instructors …, students are much more apt to learn if you give them a project and you say: “We are going to learn the fundamentals, because you need to learn the language, you do need to know the basics. But we are going to apply it now.” You are in 5th grade. So you have learned the numbers, you have learned your ABCs, you started to develop the fundamentals of writing. So, we are going to have a store, and all of you are going to sell something, all of you are going to sell something. So, guess what? You go to advertise, so you have to write, put it out on social media, you have to display it, you have to work in groups, you have to develop those interpersonal skills, and you have to learn how to count that money, you have to put that in a balance sheet. Do you think they will learn math, writing, and English? If you give them that and you will have a competition and
say at the end of the semester you will get to present to the student body and we will vote on which one is the best, instead of “okay, get your rulers out. We are going to...”

Dr. Finley was also irate about the fact that the current practices in community colleges are built around the lecture component. She is firmly against this structure and strategy. She added this passionate comment when offered the opportunity to add anything not covered by the interview:

How we “teach” is completely out of sync with how: a) people learn best, b) what they need to learn, and c) what do they do with what they learned. We can no longer perceive ourselves as lecturers, we must be facilitators of learning, and we must also facilitate our own learning, which also takes time, both of those things take time. So the concept of the class as a lecture, that needs to go away. “There is no more lecture here,” there might be circumstances when the lecturing happens, but there is no function called lecture. That's a class. “This is a lecture class.” “No, this is not a lecture class; we do not have any of those anymore.” What we have is interactive and engaging. And there will be moments when there may be some lecturing going on, but it is not called a lecture. I do not know how we call it, we do not have to call it anything, maybe, we need to get rid of that word, and get rid of the idea that this is what you are supposed to do when you are a teacher.

However, for these new creative learning and teaching opportunities to be created, community colleges in California need to “to give faculty members and teachers the tools to help them to do that and to build the physical structures that facilitate that kind of breaking the classroom into the modules” (Chancellor Ellis). Regarding the need for a change of the structure/infrastructure, several participants commented on the importance of updated technological infrastructure and facilities.

We need better technological infrastructure to keep up with the changes in technology and also the funding to go along with it to keep up with the changes in equipment. We also need to update our facilities; we need more I guess in this right alley, more smart classrooms, more technologically enhanced classrooms.
Several participants have the same concern about the outdated technology, which prevents both faculty and students to scale up success. President Miller discussed the success of several California State Universities in being able to create more technological self-help resources for students to see their progress and create their own pathways of studies. More specifically, in her own words:

We have People Soft. The CSUs have People Soft. Students at the CSUs can type in, it is like My Map, and they can say “I want to be a biology major; what do I need to take?” and “what if I switch to business.” It gives them all the courses and it shows them when they are being offered. This is what we should do for our students and realize it is going to help them be successful and not take their job way [referring to the job of counselors], but make it more rewarding. So getting past that, I think we will finally get it but unfortunately enough after four years that we would actually have had it.

As participants talked with devotion as to what it would take to scale up student success, some offered additional ideas:

We need more full-time faculty…in our college we put way too much emphasis on part timers, and partly we do it because we have to in order to keep the institution functioning. We need them, but it is not helpful to the institutions, nor is it helpful to the person who is a part timer to have their energy so dispersed across so many different places in order to survive. They cannot be present in the way that they need to be to have that kind of glue between students and them. They cannot. (Dr. Finley)

I think it does not have to cost us so much more to scale. I think some of our programs like EOPS and CalWorks, they are like a case management model, and it involves a lot of one-to-one. I think if you have more peers mentoring, and you have more students embracing each other and faculty involved, you do not have to have such a small scale. (President Miller)

I also believe that the books in some of these niche programs that we pay for get to be almost cost prohibitive. And I think, we really, at the state level, we need to support more open-source books, so that everyone can have access at a reduced rate. I said years ago, I said seven years ago, if we could use the money to pay faculty to develop open source that has valid information, we would save the
money than paying for student books, that then they sell and keep that money. I just think some of the programs that we have do not have to have all that cost. I think we have the capacity to do it now; it is just bringing everyone along to offer the right group of classes. (President Miller)

It is really necessary for us to hire student workers, because the student workers are the people that are attending the school and you will learn a lot about what is going on at the school by listening to the things that they are doing. Not only are you recycling the money at the school by giving them funds to support themselves, but it also is helping you learn a lot of what is going at the school by listening to students, but this is the population that you actually serve. For me I depend so much, because of the lack of classified staffing nowadays. So, I depend on them a lot. (Mrs. Hello Kitty)

Infrastructure and new creative and innovative structures and processes to increase student success are essential for scaling up. Not only do these structures create clear success pathways for students, but they create an environment of more accountability.

**Increase accountability by simplifying structures.** Participant after participant discussed the issue of accountability as another important element of scaling up student success more effectively. Dr. Finley was irate when she shared:

Example: last week after several months of efforts to get equipment to make a multimedia instructional cart to supplement those classrooms that they do not have the technology built in, we finally get the equipment approved, we get it ordered, it’s being delivered and one of the pallets on which this equipment has arrived is dropped mistakenly by accident. The warehouse staff in their infinite wisdom, because they did not have the time to check, sent it all back. Hee?? Ehhe. That should never ever, ever even, even cross anybody’s mind. They do not have time to do the job that will let faculty do their job? No, come on. But it happens. Or the person does not feel like doing something and it is sitting on that person’s desk, or sits in their queue. Who is holding anybody’s feet to the fire? Nobody!!

Within the complex organizational structure of community colleges, accountability is at stake, since in the maze of the organizational processes lies the risk of
a diminishing effectiveness and task performance. Chancellor Padilla, in her role as the Vice Chancellor of Student Services for the entire district, addressed the same issue when she shared the long process of discussing and agreeing on a counseling component for SSSP for all colleges:

With SSSP we had talked about each college doing the counseling classes, you know, so that the students would meet the three core requirements. We all agreed it was a vision. We all liked it. We all agreed. We approved it. We talked through all of it, all those things, the curriculum was set. And then we went back out to implement it and half of the colleges implemented and the others did not.

The only suggestion and strategy provided to increase accountability is to simplify the current chain of command, which in turn will increase the accountability of the institution. There was also a creative suggestion to review and redesign the workload issue for faculty to increase accountability and efficiency. More specifically:

At least in our structure nobody should be teaching five classes, especially not if we want students to succeed. Five classes is one too many. I like to say two too many, but definitely one to many. Because all that other stuff takes time, and you cannot give it the time that it takes because you worry about those papers that you have to read, or all those assignments that you have to create, or those posts that you have to read, or whatever it is, you got something to do. Let’s assume you have 30 people in the class. There are 150 people, if you want to say that all will make it through, which of course, we do know they don’t but still they are going to make it far enough along that you have to make it far along that you have to do something for 150 people all the time. That’s too many. Every week you got 150 people’s needs to look out for, without any support, no, it doesn’t work. First, we have to have four classes not five, a contract that says four classes, and what we think as a fifth class is what is devoted to do the kind of things that we are talking about and the governance to make it necessarily work. (Dr. Finley)

Nevertheless, within the current bureaucracy of community colleges, with multiple players on the table such as faculty, staff, administrators, faculty unions, Board of Trustees, and the Classified Professional union, the task of revisiting the load issues
and the current infrastructure to support student success seems to be unattainable. Less reliance on part-time faculty is also seen as another strategy that will increase accountability for community colleges, since more full-time faculty will devote more time and energy to the work of student success, which, as one participant put it, is “long and hard work.” Lastly, several participants talked about the maze of navigating the entire college experience as being another challenge to student success. The lack of wraparound services and the dichotomy between academic and student services present major challenges for students. So, bridging these disconnected islands will facilitate a more effective scaling up process.

**Bridge the disconnected islands of academic and student services.** “I think the integration of student services and academic services has got to be greater” (President Romero). All participants agreed there has to be closer collaboration between student services and academic services. In addition to being “parochial” as Chancellor Torres described in his interview, members of community colleges are also “territorial.” President Miller discussed her challenges with this division between student services and academic services:

Another example would be, we are finally ready to do academic advising, where the faculty get to be involved on it. Two and a half years ago, when I started here, that was our annual goal to have Faculty Advising and a Mentor Program. We spent the first year with counselors who were saying that they were the only ones who could advise. It was so silly that it came to the point “oh, no, the student should come to see us as counselors so that we can tell them what faculty they could go see.” And we said “what?” We finally passed that through the Academic Senate. The counselors just worried that they would not be as important or in much demand if more people assist our students. And it is really
about student success rather than how long of a line we have for the counselors to look like they are really needed.

The above example illustrates the constant battle between academic and student services in community colleges. Off the record, another participant (who thought that mentioning this in my research was essential) shared her recent experience with volunteering to be on a Tenure Review Committee for a newly hired counselor. The participant was a faculty member and not a counselor, and there was this huge push to get her out of this committee, since “only counselors” should be in the committee.

These and other examples that are well documented and researched call for a need for better integration that will create an overall institutional culture focused on student success. Creating such a culture would require that institutions overcome the political barriers to focusing on students that currently exist. Dr. Finley offered the current vision:

Political one might say. One might say those are political barriers. I am not sure that this is the best to think about them, but that is probably the way that they play out. It’s that way of talking about politics that is the most distasteful to me, that trading thing, “I will give you this so that you give me that.” Ehee, no! What we all giving it what it takes these students to succeed; it is not me trading off something so that I can get something else. What is going to take to give them what they need to help them go where they need to go, that’s what we are doing here and that’s it, nothing more that is another way of thinking. Hmmm??
Figure 13. Increase agility by decreasing bureaucracy and increasing accountability element and its sub elements.

The integration of academic and student services requires a different infrastructure, including the facility, technology and processes, and hiring infrastructure. One participant stated that this was why he/she found a lot of value in the work of Bob Barr who focused on the “learning college.” In addition to the facilities and an effective infrastructure, scaling up also needs a new and “other way of thinking” as Dr. Finley called it, emphasizing the importance of culture as another piece of the wheel of student success.

Puzzle Piece 4: Create a Culture of Equitable Success

What’s Culture Got to Do with It?
I have to be honest, just to throw in a side comment, so to speak. I feel that is the reason why education worked for me, because I went to Catholic school, and there is an organizational culture, and that organization culture at that time was not changing. “You are going to come here, you are going to school, and you are going to do the homework. Your parents are coming for... And on down the line and it never changed from year to year, and “everybody in this room will succeed, we are not going to deal with people who think “I cannot do it.” “Ehe, no.” And “we do not have dropouts here.”

When you build that kind of culture that suddenly it is built to be successful, and the culture is saying to the students: “You know you will be successful here, we will need to give you the skills, teach you the skills, and provide you with strategies.” (Dr. Frank)

The above personal story and several other personal stories participants shared provide for a vivid description of culture’s importance. All participants in this research agreed that culture plays a tremendous role in scaling up student success. Participants just like Dr. Frank described the role of culture with words such as “culture is huge,” “culture is crucial,” “the organizational culture is critical,” “it is essential.” Or, as Dr. Acampo put it, “culture plays a tremendous role; it can either make it or break it.” He went on to provide the following suggestion based on his previous experience as a director and dean and current role as a Vice President of Student Services.

And so, I think first thing that any educational leader, administrator, faculty, or staff or even students that is interested in changing the culture and the dynamic of its organization, need to understand the organization as it is. You just do not go in there and prescribe change. I think you need to invest in understanding the strengths of its existing culture and the weakness of its existing culture, and part of that also is the history of how that culture became that culture, and then from that point how do you facilitate then conversations and developing alliances that will actually nudge the shifting of that culture.

Incremental changes were also highly recommended by Chancellor Ellis, who, like all other participants, agreed on the “huge” role culture plays in scaling up success issues.
That is huge! Someone once said trying to change the organizational culture is like trying to turn the Titanic. You have to see the iceberg far in the distance and start to try to move incrementally. You are not going to make major changes. People who come in trying to make broad strokes, sweeping changes, throw out the old, and bringing in the new, those things do not last. What you have to do is do the incremental change and having the organizational culture to support that change is critical.

Incremental changes to the existing culture have been prescribed as the best strategy to create an “equity minded” culture in community colleges. As Chancellor Ellis eloquently stated:

You are not going to make major changes. People, who come in trying to make broad strokes, sweeping changes, throw out the old, and bringing in the new, those things do not last. What you have to do is do the incremental change and having the organizational culture to support that change is critical.

Dr. Frank independently agreed with the same approach regarding the challenges to student success when new leaders come in and make changes without getting to know the culture before implementing:

New approaches, new ways and you want to say: Wait a moment, why don’t you let us show you and you work with us too, so that it’s a back and forth working. Yes you have to schedule the classes, but let us tell you the process we have been using, to show you. Why start over again if it is working. We have done certain budgeting processing and we have gone after certain kind of grants.

Knowing the culture and simultaneously making the needed incremental changes is intentional and a balancing act, according to Dr. Acampo who cautioned:

Without understanding the organization, and I am not saying investing so much time in understanding it, but you can do that simultaneous work but humble enough to where you are not coming with prescription for change, you are coming in acknowledging the folks that are in there and that you are in partnership with them for change.
This “partnership for change” and this “humble” approach provide an opportune environment to challenge some serious issues that if left unchallenged will jeopardize student success. This is challenging work, even if you are “humble” and engage in “incremental changes” because as Chancellor Ellis said:

Even those incremental changes are like throwing a rock in the pool of water, you get that rippling effect. Some of that is good, and some of that is not, but you take that and you provide that constant feedback loop and you keep reiterating the same things over and over and over, and people begin to listen.

However, to provide that “constant feedback pool,” one has to be devoted to a culture of inquiry that will reduce the resistance to change. Dr. Anderson is a firm believer that a “culture of inquiry” will give leaders an opportunity to engage in safe and honest conversations when conflicts arise, and if this does not happen, the culture will maintain its status quo. According to Dr. Anderson, it will take:

people with power to be able to say, “this is important in our culture,” “this is important part of our organization.” I hear our leaders say, “oh yeah, we want a culture of inquiry” but they are actually really do not want that. They are afraid of that, they can say the word, but when something happens, like our convocation [referring to an example that she shared earlier about lack of leadership and cultural sensitivity] there is no mechanism for talking about it, and people are worried and frightened, instead of looking at this as an opportunity. To me that is about leadership, if you have leaders, and especially if you have Presidents and vice presidents, who create a situation in which that “let’s talk about this” “this is in important part in our campus” that is what creates an organizational culture or certainly facilitates it hugely.

Continued leadership is critical for this culture of change and inquiry to be created.

**Invest in training and retaining leaders.** Chancellor Ellis, in her vast experience as faculty, dean, vice president, president, and now a chancellor of a community college, reiterated the importance of trust for building a culture of success
and equitable student outcomes. She shared her successes of attempting to change the culture, but restated that changing the culture is “a long process:”

I would say that it takes anywhere from 5 to 10 years. I was at my last institution almost 10 years. And it took me that long to develop that trust, the rapport. If I said something people believed me because that had time to see and validate because they had time to know me. So I think any kind of permanent culture change has to be tied to leadership and sometimes when you have leaders who change or swap out and there is a vacuum of those kinds of legacy individuals, then you have a problem.

Dr. Vargas also mentioned the importance of building trust and collaboration as key to a culture that supports student success:

When you have a culture that lacks collaboration, lacks trust, it makes scalability of these kinds of programs highly difficult to be able to achieve. I think you need an organization culture that one: it is collaborative, where there is trust in the sense that, this work is not easy so that is has to be trust, so everyone to get together and put their minds together, and be able to hold each other accountable.

An essential element of building the needed trust is having an opportunity to work with a leader for a period of time that would allow for the trust to be earned and for the changes to be implemented. Several participants in this research referred to the frequent changing of leadership in community colleges in California as a major barrier to creating an opportune culture for equitable student success. These participants talked about their personal experiences in their respective colleges, but several of them involved in accreditation processes and visits provided a more robust knowledge of this issue, which includes other colleges as well. The change of leadership in community colleges is so frequent that making a culture change is almost impossible. Dr. Moffatt was amazed as to how her institution is “still standing:”
And, so, since 2008, we have had 6 presidents, 6 CEOS, three VPIs, I think we had 6 or more VPSS, and in the two divisions they equally had three deans in that time period both of them. And then there was not anybody for a while in student services for extracurricular activities, and I tracked to see if we had the same amount of change at our district level, and since 2008 to the present we had three chancellors, we had three vice chancellors of Educational Services, we have had three vice chancellors of Finance and Administration, we had two plus, I could not even remember the names of the people in human resources. Did I say how many chancellors we had?

So, when I looked at that I said that it’s a miracle that we are standing, because at this college, everyone comes with a different vision, just once you got something started. I will even use the Title III, it is a miracle that we made accomplishment because we had a different president every year of the grant. I am harping on leadership; it’s got to be continuous, you know you cannot keep starting over and over again. That to me speaks eons. You know we went: “Wow, it’s a miracle that we did anything with so many peoples coming in and out of the door.”

The same feelings were expressed by Dr. Frank who saw the role of “continuous” leadership as an essential element, and who, in his active role as a member of the ACCJC, has had an opportunity to discuss this issue with other colleagues and colleges:

Yeah, the organizational culture is critical, and that is why I brought out that issue of the problem I see, and this is probably true in a lot of other community colleges, from some comments that I heard lately from some faculty in other colleges, in other districts. There is the constant turnover in leadership. That now every two to three years a new vice president of student services, every two to three years a new VPSS, or your college president leaves every five years, and each time somebody new comes in with new ideas, a new approach, new ways.

Within this environment of constant change, it becomes difficult to scale up or institutionalize effective practices because, as Dr. Anderson shared, the work of the newly formed Multicultural and Diversity Committee was progressing very well but that was when “We had some administrators who were super supportive of the committee when we were forming, but now they are gone.” When further prompted for more
information on this issue, she shared that in the research she had conducted as part of her dissertation in the educational leadership program, she found out that this has been an issue for all the participants she interviewed. She even went on to state that “lack of training” of the new administrators and leaders is in itself a big problem.

Like the other faculty members, they do not know anything more, and in my opinion it should be a requirement that folks need to have a significant amount of training in terms of multicultural diversity, anything that it impacts students if they do not know about that, how can they best serve student?

The need for such training adds another element to the student success puzzle.

Invest in meaningful and mindful professional development. “I think you cannot talk about equity and achievement and student success in community colleges if you cannot talk about race” (President Romero). The need for more effective and ongoing professional development, especially around the issues of diversity and multiculturalism, was mentioned by all research participants. Dr. Anderson questioned how faculty and educational leaders could be effective in their jobs if there were not given an opportunity to educate themselves in issues pertaining to students’ lives.

Well, I think it has to be ongoing training, no matter what, and that is always true, because we have members in the committee that are there to serve their time, who would not care less, and I mean people are just appointed whatever their constituency is, there just has to be ongoing training.

This ongoing training will ensure that effective practices are institutionalized at the entire institution, but the leaders and administrators will be the catalyst of change.

I do not have the expectation that everybody should have the same knowledge, but I do want people to care and to work on themselves to figure out how they get more information, and that I expect from the administrators. So, that is one thing. I think the administrators, and not only administrators, but everyone who is in a
leadership position, maybe that includes Academic Senate committee, maybe that includes all the Committee Chairs, maybe that includes department chairs whatever that is, also need that kind of training, because if our goal is, and our primary mission is to serve the student, we better know about students, we better know what they are experiencing, we better know what is happening to them when they are going home, the childcare or whatever that is if we are to serve them best. We better know about the students, if we are going to serve them best. (Dr. Anderson)

Mandating professional development activities on diversity and multiculturalism was a repeated theme from the majority of participants. When they were asked about specific suggestions or strategies they have used to mandate such trainings, one of the research participants contributed:

One of things I went to recently, it was Safe Places Training, and we all were talking about how did it get mandated, … because that is another issues because on our campus what we want to introduce in terms of safe places is broader than what is used to support LGBT students, but that is where it originates and it is still an important part. One of the things that we talked in that training is how do we make people take this training and what came up is that for some reason we all have to take Sexual Harassment Training, right? There are things that get mandated. … if we can get Sexual Harassment training I do not know why not a Diversity Training that is required for everyone to have. And I think that this is part of it. Some of that can come from Board of Trustees, since Board of Trustees need training and need to require that of whom they hire. These are things that I would like to explore with Community College League because they do that Board Training, so I want to know, and I know that are sort of dependent Lobby Group I guess, but what it would take them to include them in Board Training, and then it is really the board members that hire that president or whatever if they are hiring people that they expect that of, at least there is something that goes into it.

Three other participants saw much value in the collaboration between the EdD programs and community colleges. More specifically, some of their suggestions and recommendations follow:
I think we probably need Teaching Institutes for PhDs and MA holders who are moving from minimal teaching, TA-ing, who have really some latent skills and are going to grow on the job, how do we help them, how do we help them recognize what is working and what is not working, what students are they losing, which ones aren’t they losing, what are alternative ways to engage? (President Romero)

I look back on my experience of completing my dissertation. I honestly feel that there is a lot of important work in my dissertation that could be of help in higher education, you know, but, but I have not gotten the word out there on it. And part of it is social capital, what we do with this research now and how do we get it out, and part of it is to a certain extent for lack of a better term, the funding. We all have lives, we all have families, we all have a full-time career, and how do we then continue the full-time career and devote the time to be able to get published, or develop a book, to get this out to the rest of higher education. Because, I bet that there are so many dissertations that have been written. And if that was more systematic in itself, and more funding to helping doctoral students to get that information would be helpful. Hopefully some of what I mentioned is helpful to you. (Dr. Vargas)

The field of education is entrusted to provide the needed knowledge and leadership for this culture change to happen. These leaders who are emerging from an in-depth training on issues of multiculturalism, diversity, and organizational theory, will not only be catalysts for a culture change, but they will also enrich this culture by instilling new language and practices in these institution.

**Instill new language and rituals.** A purposeful inquiry into the need of changing the current culture to embrace what is perceived to be essential to creating an environment where every student can succeed. Participants in this research were very intentional about this specific aspect of an organization. Dr. Acampo shared his work in his role of Vice President of Student Services:

So what we ended up doing, we borrowed the work that CUE and the AACC in the work around inclusive excellence. And, inclusive excellence, in my opinion,
and this is me borrowing the language, and introducing it here and nuancing it already. So, when we were writing the Strategic Plan, I was explaining that if we talk about equity, people will come in and define equity the way they wanted to define it and they would never be able to get a baseline on how to assess and get accountability. And as an organization if you want a shift it has got to be that agreement and then hold yourself accountable to it. So in essence in the way that we define the inclusive excellent now, is that we removed the conversation of equity outside of the position of the student solely. Now when we talk about equity we are talking about Black, Browns, women, etc., etc. and numbers, and hopefully if we address it correctly, success outcomes will begin to come from that. An inclusive excellence, what we said it was, is that student has a responsibility, yes, but the institution also has a responsibility.

This responsibility of the institution will not be fulfilled if the conversation of diversity, and equitable outcomes, which includes race, class, and other social constructs, will remain “pocket conversation” and “not an institutional wide conversation,” according to President Romero. He believes the work of the leader is “to bring the vocabulary and the concepts of that kind of conversation into the primary document and the discourse of the organization” ensuring that this language is not only part of the culture but also part of the institutional and documented culture will ensure that there is a continuity of the work even when the leader(s) leave because the “the language is embedded conceptually in the organization, the next generation of leaders just kind of pulls it off the shelf” (President Romero).

As stated above, leadership, as Dr. Anderson stated, comes from all places. It can be from a student leader, a faculty leader, or a classified professional leader. Not just the dean, vice president, president, or chancellor, plays an important role in nurturing a culture that supports success and provides the needed “glue,” as Dr. Finley stated, between the institution and the students. However, leadership and all members of
institutions need to be “professionally and emotionally” nurtured (Dr. Finley) because this job, according to Dr. Vargas, “is more than the average load that faculty have to do when you work with these kind of programs.” Most importantly, the institution has to create a culture that welcomes, encourages, and supports the student each step of the long journey of academic success, as Dr. Frank suggested. It is important for students to see themselves, their cultures, and their community members well represented in these institutions so they can have the faith needed to overcome the challenges of higher education.

**Diversify community colleges so they resemble their communities.**

Diversifying community colleges at all levels of their operations, classified professionals, faculty, or administrators, is important, according to Dr. Finley, who shared his rationale behind this thinking.

We already know that the research has shown it over and over again that teacher's expectations have a lot to do with what happens when a student does or does not succeed. So, in the old days, and I am not from the South so I cannot really speak for this from personal experiences, but I have friends who are from the South who can speak about it and who have talked about it. In the old days, when we had segregation and the teachers of the school were the same ethnicity as the people who were coming in the door, whose families interacted with each other where people interacted with one another socially, so there was a community, there was a different level of accountability, a different expectation, of course many things about the culture change, but despite that, still there was a way of functioning in that world as an educator that was supported by and embraced by every part of that world, not just the school, every part of it said this is valuable, we want this to work, we are here to make it happen. And along came integration, and those people got dispersed throughout the rest of the world and that kind of focus diminished on necessity because it was not possible anymore.

She followed this statement with a personal story:
I grew up in an inner city in Chicago, so I did not have that kind of experience; however, what I did have, because I went to a private school, for hmmm let's say from 5\textsuperscript{th} grade through high school, so all upper elementary and high school. What I did have was, even though we were not in the South, most of my teachers were probably black, most of the students were black too. We all were part of a social network in a church setting that valued education highly, there was not even a question about it, everyone valued it, it was a part of the way we were as people, as a people of that particular book, Seventh Days Adventist education is next to it, they are right there next to each other, and they were together, so even though I did not grow up in an environment that the way it was in a larger culture, I was in a mini culture, where it was the way it was. So I was protected, really, literally, and they why they sent us to those church schools to protect us [laughing], to protect us, and give us an opportunity to learn in ways that were not going to be damaging to us. Now of course there are constraints, philosophical and psychological that become quite limiting, fairly early on, …but it worked; it worked for what it was supposed to do. So there is that ethnic variable, and certainly it depends where you are, and in California because we have so many ethnicities we must have as much representation among our faculty and administrators as we have representation amongst our student body. We must!

That “ethnic variable” or that “equitable” variable, as other participants referred to it, is important for student success because it is tied to expectations, relationship building, and the curriculum. Dr. Frank discussed the connection of the ethnic variable to the curriculum when he praised Diego Navarro at Cabrillo, who utilized it successfully at his institution to create:

specialized kind of courses over and above English and math, like a social justice presentation course which gets the students excited because suddenly I can talk about me too in what I write and what I present, and experiences in my community, experiences in my family, and why my family has not succeeded.

Lack of diverse faculty representation is a problem for Dr. Anderson:

We have one African American female full-time faculty on our campus, period. And we have two other African American men, and yet again we are definitely more diverse student wise, although again comparatively to other colleges not as much, but less than other campuses, but definitely not faculty wise. We are really
limited, at least in terms of race and ethnicity. We have another person who is identifying as being Native American, and that’s it.

She demonstrated this problem by sharing a story that focused on a celebration ceremony of an anniversary of the college and the building of a time capsule, where administration, more specifically, the Professional Development Committee Chair, decided to invite Masons to perform the ceremony. Dr. Anderson admitted not knowing a lot about Masons prior to this event, but as she and others observed:

All these white men lining up, and they are doing the beginning of their ceremony marching in and we are looking at each other, and I see us jumping in our phones. I wonder what the history, and I figured out apparently women were not allowed, but they have their own thing. Curious about the race part, I was looking at the history, how folks were excluded, I am looking up, but I am really bothered in the midst of it, of not only who is represented, but this is a public ceremony, we have representatives from the various cities that we serve who are there, so we are representing and presenting ourselves in this particular way as representatives in the ceremony, and then it is not just that it is only men, or perceptibly white man. I suppose somebody might identify differently, but in terms of visibility that is what has been seen, …but also… “Wow” “this is a religious ceremony to some extent, too. (Dr. Anderson)

She noticed that her African American friend was feeling uncomfortable and she also thought of her students who for years were not allowed to celebrate the Day of the Dead on campus based on the pretense that it involved a religious ceremony. Evidently the participant felt a need to talk more about this issue. She went on:

This is a great opportunity to have a campus dialogue, nothing, nothing, nothing, the only dialogue that happened is that meeting that I end up in, when actually the Chair of the PDC [Professional Development Committee] says that “I am” and I get the traditional “I have kids, grandkids, who are of color, I must know, I am not racist, because of whatever, and our President says things like if we were to invite “florico dancers” – I think she meant “folklorico dancers” – and people would be upset about that too. And I am thinking that is not the same, not at all. She goes on to state that people will find something to be unhappy about and we should not
shy away from controversy we should be talking, and I am thinking that is not the
same, not at all.

This is where I get pissed off and I think …we have a whole bunch of
students who are underrepresented on the campus and want to see aspects of their
culture to be validated and represented and to be connected with that.

Definitely there was a lot of frustration especially when Dr. Anderson heard:

“Oh the men on that stage were judged by the color of their skin” and totally
taking Dr. King's words out of context, and I am slamming my head, and using
the term that they are color blind. I sent them all as many references that I can
find, including that when you are using color blind in a sense that you think that it
is a positive, here is a whole of bunch of ways of rethinking what that might
mean.

This is where she thinks that bringing diverse faculty and leaders will make a
huge difference, so her voice and the voice of her three friends are not the only voices
being heard. But frustration is only one part of their stories; the most important part is
when these leaders offered practical suggestions like the one provided by Dr. Finley that
the current hiring process is designed to hire who the hiring committees “perceive to be
the best person for the job, and usually they are designed for getting people jobs who
look like the people who are doing the interviewing” (Dr. Anderson). She suggested that
until the institutions totally abandon the current hiring processes, which she admitted to
be a tough battle, they could at least:

develop another complementary structure which over time can probably be
integrated with the other one, but the complementary structure will be the one that
says, “in this way we will have whoever our students are we will have
representations from those people teaching and we will have them in equitable
numbers.” “They will not be minority,” “they will be representative of the people
they are teaching. How do you do that at a public institution, with public funds,
with union contracts? I do not know.
Professor T., in addressing the same issue, spoke about its complexity and how it helps him respond to it in chunks, and the first chunk is the hiring process:

In terms of the hiring of faculty, I would say no, because students are not included in the hiring process. At many 4-year colleges, when they hire a new faculty member, the potential candidates are asked to present a lesson in front of the student body. There will be some logistical issues in doing it in community colleges, but I believe it can be done. That way, number one, students should be part of the hiring committee, and the candidates should actually do a demonstration in front of all campus community especially the student body.

Dr. Acampo also recommended creating the cycle of connection when community colleges educate diverse populations to “reinvest back in the community, whether that's intellectual or economic, that's the return that we are hoping for, making that cycle back and developing healthy communities as a result.” The intellectual investment would be to be an active part of the community college as a faculty, classified professional, or leader. This cycle of connection will add to the wheel of student success framework, which becomes more enriched with the elements discussed above and illustrated in Figure 14.
For scaling up to go beyond the pilot project or student success initiatives, practices would need to be institutionalized and be part of all processes in community colleges. The institutionalization of student success for underserved communities in higher education would ensure that the success is sustainable and ongoing.

**Puzzle Piece 5: Accelerate Excellence by Institutionalizing Equitable Student Success**

Moving from multiple small programs that serve a small number of students to serving more students will require the pillars of the programs to become part of
institutional practices. Dr. Moffat called for a need for institutionalized programs because:

We are serving the same population but doing different things, so the thing is how you ensure, it is like equal treatment for students. So, it would be a consistent program across the colleges, same goals, same funding and expected outcomes and a student is guaranteed that it does not matter where you go you will receive the same services in the same manner if you are this particular target population.

However, institutionalizing these programs and scaling up student success would require that the institution tie the student success to its mission, vision, and all planning documents of the institution.

**Tie student success to the mission, vision, and every planning document.**

There was total agreement among all participants that scaling up would not be feasible unless student success was tied to the mission, vision, and all planning documents of an institution. President Romero has been successfully leading a suburban community college toward achieving equitable educational outcomes, and his leadership has been successful because he has been able to tie and “codify” this work in all documents of the institution.

So you have to start to learn what are the main documents within the organization the bylaws of the College Council, Senate Bylaws, is it Board Policy, and is it Program review forms? We codify in the culture what we think are really important concepts and language, and we have to either redefine that language and talk about how these concepts of equity, student achievement, institutional preference for those who are struggling are consistent with our language or we have to bring in new language and work it through the processes and get it established in our mission statement, in our program reviews, and it is kind of long boring work in some cases and I think for activists, and I do not blame them when they are saying, “Are you going to do something?” But, I do believe what happens is that if you get that language firmly rooted into key documents you can create kind of long-term work into that area so that you do not have to constantly
battle why it is important for the organization. I think that changing the institution's organizational processes and cultural documents to reflect the work, or create space for the work, has been important, and I think it is a barrier when you do not have it.

Dr. Acampo iterated the importance of “infiltrating” effective practices into the main institutional documents of the organization, and Chancellor Ellis gave almost an identical answer about the importance of aligning student success in all planning documents of the institution along with making this the work of the institution and not the work of a single leader or a student success program(s).

And then people start defending you when you have other people say, “Oh this is a bunch of crap.” “No, this is part of our Ed Master Plan. Remember it was presented at the shared governance; we all voted on it and now we are just implementing it.” So, you quiet those “naysayers” and eventually you will start to change the culture.

Chancellor Ellis cannot sufficiently emphasize the importance of tying student success to all planning documents enough, so she went back to that point:

It needs to be tied into the Strategic Plan, or the Educational Master Plan because then it is defensible. If someone says, “Why are you doing this?” Before you came up with the idea we set up the principles that we believe “in this”; it is part of our vision; it is part of our mission. So when we do this program is not any different from what is our vision or our mission. And it is in our educational Master Plan that we need to improve access, or we need to increase our success rates among underserved students. You also tie it to your Equity Plan, which is required in the state of CA and you look at those two documents, your Equity Plan and your Ed Master Plan.

Program reviews for each department are the main planning documents that supply information to the college or to other institution-wide documents, and participants see this planning document as essential to improving student success. They suggested equitable student outcomes should be the most important item in this planning document,
but they agreed that simply mentioning it in the documents would not accelerate the scaling up unless you “put the money,” as one participant stated, behind it.

**Reward success by integrating student success with resource allocation processes.**

And this is what I tell folks them when I offer them to go hire new faculty. I ask them, “How are you going to address this work?” When I offer them resources and resource allocation, “How are you going to make this work?” I ask. When I look at program reviews, “What are you going to do to create some bridge to success for underserved students?” Those are the practical conversations that we have as we put resources on the table. (President Romero)

Allocating resources to support student success has been proven to be a very efficacious strategy for the institution that President Romero leads. He reminded the researcher about the importance of program reviews.

In community colleges, as you are aware, program reviews are the way of resource allocation as well, right? So we have a program review taskforce that is being led by our faculty, and there are classified professional and administrators sitting on the table as well. The facts that in program review faculty now are saying that the disproportional impact analysis that the state is asking us to do for the student equity plan we want to use that and incorporate that in our program review as well. We are not just writing based on success and outcome and everything else, it’s forcing the program review writers, student service, administrative, or instructional to look at the disproportional impact analysis also of our efforts, and if you are able to write to that, then you can ask for money.

These will create the proper incentives for everyone to come together as an institution to ensure that everyone succeeds, and these incentives will be documented in every job description.

**Make equitable student success part of every job description.**

Well, the work that we haven’t done yet, I think is figure out how to make this work part of every job description and set of duties. And so, in some ways while
this is the work of the organization, especially when you look at the demographics of students who are coming to us, we act as if it is additional work. (President Romero)

President Romero is a firm believer that every member of the organization needs to be on the student success team, and this would be feasible by redefining the mission and the work of the organization and changing every job description to reflect this mission and work. He stated this work was not complete, but his organization is moving toward this goal. Chancellor Torres thought every member of the institution should be part of the student success squad, and he stated:

As an institution we all should take responsibility for students to succeed in whatever function we have. So, that is how I see institutional culture. For instance, what I would like to see, in terms of college culture, when I go up to a custodian, and when we ask a custodian “what is your job?” and he says “my job is to make this a good place for students” so that the culture is focused on students. If we focus on students, I think that the work we do and our behavior keeping the student in mind, we would improve that experience for student, which hopefully leads to success and success means completion, getting what you came here for, getting your monies worth, return on that investment.

Making equitable student success part of every job description would create pathways to success for that student in the story Dr. Frank shared, the one who went to college and almost left without signing up for classes until he ran into someone he knew. Imagine if that student walked to a college where the “mentality” is “I am working at A&R (Admission and Records), but I am also here to “help the student.” Making equitable student success part of each job would ensure that the journey to higher education would not be a lonely “you are on your own” journey. The A&R person and the assessment person, and the English faculty, and the custodian, or “people over in
finance or the transfer center or counseling” “interact with you and engage with you” as a student to ensure your success. Participants said doing so is simply fulfilling the mission, the vision, and the trust that the community has given to their own colleges.

Figure 15. Accelerate scaling up by institutionalizing equitable student success element and its sub elements.

Institutionalizing student success in all community colleges is extremely important and, together with other elements such as the identification of main pillars, focusing on people, infrastructure, and culture, will provide the “wind of change” needed to navigate student educational attainment to the success shores, and provide the all-
encompassing approach Dr. Finley recommended. However, navigating the student educational attainment to the success shore would require more than the efforts of the institution itself. Scaling up success also needs the “that our primary mission as a community should be about education” (Dr. Frank) and that the education becomes “the primary reason as people, and as state and as a democracy” (Dr. Frank).

**Puzzle Piece 6: Advocate for Making Education a Community, State, and National Priority**

We should be finding ways that the state funding is more directed at education. But, I also think that there needs to be some way of getting all these different kind of foundations out there that exist to work together more collaboratively in terms of the kind of resources that they are going to provide to colleges rather than you are always writing the next grant, and the next grant, and the next grant as opposed to we know what you are doing and we are going to fund what are you doing. Probably not well thought out on this funding thing. But, I have a problem with the way that the state does the funding. (Dr. Frank)

All participants provided amazing insight and feedback on the importance of an effective advocacy that will place more value on the work of community colleges. They offered criticism for the limitations of the state and federal policy and their respective funding strategies, but at the same time, they expressed a sense of responsibility for being active in the political arena to change the political landscape to create more educated citizens and healthier and more integrated communities. This advocacy process will extend beyond funding issues to include better collaboration and articulation agreements with K-12, better partnerships with all players in higher education in the state of California (CSUs and UCs), more effective partnerships with local communities and
businesses, and, finally, structural changes that would make educators primary agents in
designing a local, state, and national equitable educational policy.

**Advocate for equitable funding for community colleges.**

No, we are not funded at the sufficient level, for certain we are not. I think in
some ways the state is making things as they go along as well. I do not think, I am
not sure that they know. For example, the SSSP and the way that the funding is
structured, I do not think that it would benefit colleges until we get into the mode
of what we should be doing to keep up with that level of funding. I do not know
that we are being funded sufficiently. Would it be better if we were funded under
the old formula? Perhaps, in some ways it would probably be better if we were
funded under the old formula, but then bringing in some sort of accountability.
(Vice Chancellor Padilla)

All participants addressed the need for more effective advocacy that would
safeguard the alignment of state policies with the needs of community colleges. Vice
Chancellor Padilla was not confident that there was a vision and a plan regarding the
state’s policy on community colleges. “Making things as they go along” is creating a lot
of confusion for community colleges, and it is incentivizing behaviors that are not
conducive to student success. Several of the research participants discussed the recent
SB 1456, or the SSSP Bill as it is often referred to. Most participants were critical of this
bill.

What federal/state governments can do is understand where, and I do not mind
holding us accountable, but be fair in the analysis of what we are held accountable
to. And that from that point have understanding of how providing support and
resources to the community and at the same time holding them accountable after
that analysis. But often what we do we get mandate, like the SSSP for instance,
it’s a mandate for student success, and if we look at historically how SB1456
came about, it was a Student Success Initiative, where a group of individuals went
up and down the state, promoting research like Nancy Schulock’s work and
everybody else talking about we are not doing really in community colleges and
we need to do something different. That was a position and their
recommendations, but they were in my opinion, voyeuristic recommendation because you have research that is prescribing what community colleges should do without evaluating the challenges of community colleges. (Dr. Acampo)

Dr. Frank, who has a stellar reputation in leading student success programs and who is known to have a “brilliant mind” in issues pertaining to higher education discussed the shortcoming of SSSP in length during his interview. He paused when first asked the question about the role of state policy in facilitating the scaling up of student success. But after the initial pause, he provided the following:

You know, that’s I think a very difficult question, and I think it is a difficult question from my perspective of looking at the Student Success and Support Taskforce. You know, that somebody talks the legislators into passing a law, which then forces the system, in the sense, the CCC, to respond, and then, you pull together a number of individuals, and they may not all be experienced individuals with good practices going on in the work they do. And again, I do not know. So, I look at the 22 recommendations, where is the money for all that? So you want this to happen legislators? And, why you wouldn’t now fund it? Why are you governor say that you do not want to do certain things because you suddenly see them as categorical programs, you do not like categorical program, you do not want to fund categorical, you will not fund categorical, and you will not sign off. I am questioning whether at the state level it becomes too political, and it has not become focused on students and what students need, while providing some directions of “we want to see more happen,” but also provide the funding to make that happen. Gosh as you say this to me, see my mentality is back to why do we have all this money to incarcerate people, but we do not have the same amount money to educate people. We will incarcerate you because this is your third time with marijuana, but we will not educate you to say that it is more than marijuana.

Dr. Anderson, who worked more than 100 miles away in a different community college, supported the idea that policies need to be better informed and address what happens in the “front end” and not simply address what happens in the “back end,” as it happens with SSSP policy. Vice Chancellor Padilla discussed in detail how the state is
not supporting the mandate of SSSP sufficiently, as she shared information about e-tran (electronic transcript services) hosted by the State Chancellor’s Office. The mini grants they provide are not sufficient to cover the needs of all 112 colleges in the state of California. Dr. Frank gave another specific example when he addressed the issue of deficiencies generated by SSSP:

I have a problem with the way that the state does the funding. I give you an example that has come up at our college with SSSP. You have to provide matching funds and we were trying to do some matching funds through EOPS, but the EOPS funding is set at 1991 rate. It's never been relooked at in the state since 1991, and as a result it is causing problems at Mariposa College with this matching fund and stuff in the SSSP, because it's like who cares. It's got to be a different way of doing the state funding, there has got to be a different way of getting grants and public funding that exist.

State policy and funding dominated the discussion when the researcher asked for the role of state and federal policy in facilitating scaling up student success. Most of the participants focused on the state policy because, as President Romero put it, the “state is the bloodline of community colleges;” thus, the focus is mainly on advocacy at the state level. However, Dr. Finley and Dr. Anderson brought up the issue of poverty, inequality, and segregation as impediments to scaling up success and the need of the federal policy to shift away from a compliance-only role. More specifically, Dr. Anderson stated that it will take more than the state to address certain issues:

Wealth and inequality and segregation …, and I do think that the state and federal government have huge roles to play because the impact of segregation on quality education for students is huge and the impact of wealth, lack of access to home ownership has played a huge role in home ownership and all of that historically has played a huge role. And the two are connected; segregation is connected to wealth acquisition, and schools and what schools have available. Proposition 13 in California played a huger role in the decline of the income for schools. There
are certainly policy decisions that are being made that relate to access to funding for school, there are certainly policy decisions that are being made about it making sure that even when you integrate communities, schools themselves are not segregated within the school and how do you make sure that you are not perpetuating the same kind of thing just within the school. And for me this is where I go thinking about how you address the things that I think are most detrimental to education.

However, few participants were weary of federal involvement because of the strings attached to it, especially as mentioned earlier when the state and federal policy focuses on accountability and mandates without providing appropriate resources. Dr. Acampo went further:

But, community colleges also need to go through this self-reflective process of who they are in their community. There is not going to be a state or federal definition that will dictate the work of community colleges. I mean this is not going to happen, is not going to work. Because when you begin prescribing it from the federal/state level, there is a tremendous possibility for community colleges not responding to the needs of its community.

Educators instead are recruited in the political process and are being heard when it comes to changing educational policy that would achieve student success for all students. Most participants agreed the participation of educators in the design of state and federal educational policy is important, and a macro approach to policy advocacy and change was felt to be present by each participant as they discussed the role of the community colleges in the overall educational attainment in the United States.

Unite efforts with CSUs and UCs to create the united front of higher education. Participants iterated the importance of strong and effective partnerships between community colleges and UCs and CSUs in creating transfer pathways for
student success, or advocating together for more funding for higher education. Chancellor Ellis articulated the necessity of such a partnership:

And the other resource, and it is not always money, is that we need to work with our counterparts, both our UCs and our CSUs to speak with one voice for post-secondary education, rather than fighting each other for the limited resources, and we are divided, and so it is really easy when you divide versus having that concerted effort. We started to do that with Janet Napolitano, with Chancellor White and also with Chancellor Brice Harris, but we need to consistently do that. That’s only started last year, 2013, 2012-2013. I think Janet Napolitano came on board the later part of 2012, Brice Harris came on 2012, and Chancellor White, I think came on board maybe somewhere... but they are all three new. If they leave what happens after that? And that is the thing; we need to have some consistency on that.

Just like Chancellor Ellis, President Anderson, President Van, and Dr. Frank discussed the importance of a close collaboration between the three institutions of higher education.

President Torres went a step further to suggest:

And then I think the state has got to mandate and figure out how to get in the mix between CSUs, community colleges, and UCs. Their dollars have got to create some forced relationships. In most cases, I do not like the forced relationships, but systems that are funded by the same taxpayers, we should force a relationship. UC ought to be taking a certain number of our students every your, not only when they need us, but always. CSU is the same way and all of us should be talking about how are we valuing students who are the best performers in their own high schools and start to level the fact that every high school is not somehow navigated a particular culture, a particular curriculum, a particular set of challenges and has risen to the top. How do we recognize what those skills and talents are in that variety of students? So that the best performing student at Bellagio School (a low performing school) and the Melrose School (a high performing high school) somehow are seen not just by only SAT scores, SET scores but also by virtue of the fact that they have risen to leadership and high performance in their particular culture milieu, and then we have the obligation to figure out what are the cross skills that they need to learn.
The forced relationships President Romero suggested coincide with the all-encompassing approach, which will enable a better integration of communities by revisiting previous policies like the bill he later discussed:

I think there was a bill at one point when they were talking about taking the top 5% of every high school. We will see the integration of neighborhoods really quickly if that ever became true. All of a sudden we will see folks moving into East Oakland; moving back into the Tenderloin District, because of a sudden there will be some recognition that we owe to these 18-year-olds already that they have survived incredibly difficult environments to become who they are. Can they do calculus at the same level, “Maybe not” but you know what, given the same level of instruction some other students have gotten over the years they probably would exceed.

However, to implement such policies, better collaboration needs to exist between K-12 and community colleges, UCs, and CSUs.

**Partner with K-12 to create pathways to student success.** Multiple participants saw collaboration with K-12 as another crucial element to student success. President Miller thought such partnerships would ensure that students “who are failing in high schools do not continue the same pattern in community colleges.” Better articulation between K-12 and community colleges would facilitate a better and more effective transition of students from K-12 to higher education. More specifically:

I think the community college system can really do a lot in partnering with K-12. I think there are many students that by 9th and 10th grade they totally lost the interest, they are some unique individuals and it is not fitting for them to have to be like everyone else in high school and if you can help them feel the success of community college you can get them reengaged. We had several students taking a couple of classes here and realize that “Wow, it is okay to be different and I like this learning” and they finished their high school diploma and came back and finished their higher education, because they had a successful experience. I think we can do a lot to help with that. I am really proud that we have done some great scaling. We have worked with continuation school and we had Persevere to
College Class with 30 students, and all 30 are returning in the spring semester. And now we have 90 students enrolling, because they talked with their friends.

Dr. Vargas talked about the importance of such a partnership when he spoke about his initial involvement with student success initiatives teaching concurrent courses in high school to empower students to think about their higher education. That partnership proved to be successful, according to Dr. Acampo who recounted his involvement with efforts to reach out to students during their last year of high school.

Other participants, Dr. Anderson and Dr. Finley, talked about the importance of collaboration between faculty in both systems as another way to improve student success and smooth the transition of students from K-12 to higher education. In addition to partnering with high schools, participants emphasized the importance of partnering with communities and local businesses and industry as an essential element for scaling up student success.

**Partner with communities, businesses, and industry.** Community colleges have a close connection with communities and maintaining and strengthening that connection is perceived to be very important for both student success and the partnership, equally rewarding for both entities. Connection with communities should go beyond simply “connecting with the Chambers of Commerce” as Dr. Anderson stated, but on to connecting with other community organizations, including local businesses and industry. Mrs. Hello Kitty commented on the importance of these partnerships:

But a community college should not only be a transfer but it can be a training ground for students who do not need a 4-year degree. It has to be upgraded, some of the technical classes that we have or AA [Associate of Art] degrees that we
provide, and they should really be updated to align with the needs of the community and the industry.

Alignment will require that community colleges and local businesses engage in a partnership that benefits both parties. Dr. Finely believes this partnership will be more powerful than any government mandate:

That’s probably the best way that the bureaucratic, civic structures can make this happen by making it attractive for the companies that have several things to gain. First they need educated staff, and secondly they would like to pay fewer taxes, but they are not just paying fewer taxes, they are also investing in something which offsets what they might have been spending for tax dollars. It is not that it is going in their pockets as profits; it’s going into that structure so that those students can be given what they need without pain and suffering. I suspect that’s probably the most direct way to do it, because the government mandates are not going to help unless the government is going to give you the money to do that and if they are going to do that it’s going to be come with strings attached.

Big business should not get involved in the business of education, Dr. Finley added. Their role should be that of a supporter. Their attitude should reflect the following statement.

Okay, we are not getting involved in that business. What we are going to do is we are going to support you for helping them do that, if you do this, you do that, you are going to get the benefit of supporting good staff people, but we are going to help, and you will get good staff people, but we will help you, we will make this easier.

Dr. Finley would like to see big businesses like Google, Apple, and Microsoft involved:

I am not sure how this will work and maybe is not a direct answer to your question, but I am thinking of Google now. Google is bigger than Apple, I believe, and Apple is pretty damn big, and they are both here in California and both have strong educational components, so they could be responsible for, if not designing, certainly delivering whatever professional development training is necessary to help people use the things that they are providing to the structure, efficiently and effectively. Google teachers? Apple educators? Everybody should be one or the other or both, the more the better and there is something for
Microsoft too. Whatever it is, they all have the ability to do what we would refer to as training and development.

While Dr. Finley was not sure how this would work, she and other participants provided sufficient information for the researcher to make specific suggestions about the role of industry and state and federal government in facilitating the scaling up of student success for students from USCHE. This recommendation is discussed and explored in Chapter 5.

This recommendation will also ensure that there is a return to a time Dr. Frank recalled:

I mean I am back to one of the things at the time, as I say that, that existed at Mariposa College, which was Tahoe College, which was the college without walls, and I am not saying go back to that but there was a day and age when all the courses were taught in community centers that were given freely to the college. There was a North Center Campus, A South Center campus, the adult school provided so many classrooms, there were evening classes offered at the university, and they still have evening classes there, because the university does not have classes at night. I mean even some of that, I mean, there is a value to having this campus and not having students run around, and a place where the library exists. But even the city library had a thing of way of helping students get quick cards and showing them how to get a book quickly that they needed to come from someplace else, like interlibrary loan. You know, do that same kind of stuff now with the campus and get the community behind it. Not an easy task at times and you almost need a very inspirational leader, people that inspire the community.

Inspirational leaders, in addition to bringing the community resources together for the betterment of the community, would also be able to refocus their work and refresh community colleges’ vision by focusing on community needs.

It needs to start at the local level, reflecting with their community who they need to be. That’s the question that I have asked us here also. Our mission statement is fairly broad, but I think if we are beginning to address being excellent and being equitable, it’s this subjectivity of the work that we do. If we say that we want to be a transfer institution, who do we want to be a transfer institution for? And if we want to be a job placement workforce development our CTE needs to then be
geared not only just towards industry placement but also who we are placing in those industries. (Dr. Acampo)

This investment on community needs will invigorate communities and instill in each student a sense of community obligation. This, according to Dr. Acampo, will be “the icing on the cake” because when students:

transfer and we put them in jobs then we have cultivated their thinking enough as a community that they actually reinvest back in the community…and developing healthy communities as a result.

Maintaining a strong connection with the community is extremely important, according to Dr. Anderson:

Community colleges need to embrace the community part, and that to be connected to the communities. And I looked at that in terms of presidents and chancellors sort of knowing, being connected with their communities and what students are experiencing, not only students that are existing students, but the potential students, too. What is happening for the 9th and 10th graders, or to a person who is a single parent with kids, or whatever, that is knowing with that is happening. So, I think that connection to the community is fundamental, and not only to connect with the Chamber of Commerce, but connecting with community-based organization, and that is true for as much as possible for any of those campus leaders. And it is not always as easy for someone that is a faculty member to some one that is an administrator, who already should be there out connecting. And one of the people that I interviewed, he talked about his role, the phrase that I took from him is that he gained this citizenship in this community that is not part of his ethnic background, but he really dedicated himself to get to know the issues and supporting these issues and he felt that this is what it took for him to be a good representative.

Community colleges and their leaders have to be good representatives of their communities, and this representation will extend to their role in advocating effective policy changes that will better their communities.
Be a member of the policymaking team. Dr. Frank expressed his frustration with the inability of policymakers to listen to faculty and educators’ voices and knowledge when they design educational policy:

I just do not know if politics is the way to run education, and I do not know what it takes to get political leaders to really listen to people with good experience and good ideas and to say: “Okay, I do not know anything about that because it is not me, but I am going to trust your skill, I am going to trust the data that you are showing me, and I am going to trust that enough to assist you in having the kind of funding it takes to provide these services.” (Dr. Frank)

Chancellor Ellis thought it will take educators and leaders like herself to expand their love for education and equitable educational outcomes beyond the boundaries of a classroom or an institution.

I think that one of the reasons that I got into administration, versus staying and loving my job as a teaching faculty member is because of that. There are things that we all know work, but unless the policy changes, it won’t happen. It is at the whim of whoever is in charge. So, you can have passionate faculty members, who are your go and do this; you can have the money to be able to do it and, and then there is a law that is passed that says: the ability to benefit for any individual is no longer criteria for students to go into community colleges. That came from the Department of Education. That meant that an individual who may have a 6th grade reading level, who says that I dropped out of school to work in the vineyards or in the fields, I am now 27, I have a family, I want to go back to school, my reading level is at 6, I do not know that much in math. That individual has the ability to benefit, but because they do not have a GED, do not have a high school diploma, they cannot go to community college, and they have to go back to get that GED and that is a policy change. And I know that the only way that I can change that is to get into the ring and fight. I can stand outside and chant and say how long it is, but unless you get into the arena and become part of the “team” you cannot affect a permanent change because the policy and the law will always trump any initiatives, grassroots efforts that you build, if it does not follow through. (Chancellor Ellis)

Becoming active advocates in the state and federal policy arena and be active and equal members of the decision making “team” is central to designing an equitable
educational policy which, in turn, will produce effective outcomes for increasing the educational attainment in the United States, given the central and important role community colleges play. Thus, this last element of the wheel of success focuses on community college education as a civic and economic responsibility and a call for more active advocacy.

Figure 16. Advocate for making education a community, state and national priority element and its sub elements.

All elements and sub-elements listed so far are intertwined and provide robust answers to barriers of equitable student success. All together they will make student success for students from USCHE possible. As research participants identified all
elements of the wheel of student success, it became clear that it will take multiple efforts inside and outside the institution of community college to achieve the equitable student success. The wheel of success, as visually depicted in both Figure 17 and Table 3 (for better visibility of all elements), needs to be positioned within the larger socioeconomic and political arenas in the state of California and in the entire nation, so navigation toward equitable success in community colleges leads to overall higher educational success in the country and creates a better, more prosperous, and democratic society.

*Figure 17.* Scaling up student success: Possible; Achievable; Able.
Table 3

Scaling Up Student Success for Underserved Communities in Higher Education

Framework

<table>
<thead>
<tr>
<th>Scaling Up Student Success Elements</th>
<th>Strategies for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Main Pillars of Student Success:</td>
<td></td>
</tr>
<tr>
<td>Implement Best Informed Practices, Document and Disseminate their Impact</td>
<td>Identify and measure inequitable student success</td>
</tr>
<tr>
<td></td>
<td>Discuss inequitable outcomes in the open</td>
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<tr>
<td></td>
<td>Confront assumptions and practices that hinder student success</td>
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<tr>
<td></td>
<td>Engage students in the design and implementation of scaling up efforts</td>
</tr>
<tr>
<td></td>
<td>Document outcomes and spotlight the success</td>
</tr>
<tr>
<td>Focus on the People Who Make Scaling Up Possible</td>
<td>Identify student success champions</td>
</tr>
<tr>
<td></td>
<td>Make everyone a member of the student success team</td>
</tr>
<tr>
<td></td>
<td>Hire people who will propel equitable success</td>
</tr>
<tr>
<td>Increase Agility by Decreasing Bureaucracy and Increasing Accountability</td>
<td>Create infrastructure and pathways that support student success</td>
</tr>
<tr>
<td></td>
<td>Increase accountability by simplifying structures</td>
</tr>
<tr>
<td></td>
<td>Bridge the disconnected islands of academic and student services</td>
</tr>
<tr>
<td>Create a Culture of Equitable Success</td>
<td>Invest in training and retaining leaders</td>
</tr>
<tr>
<td></td>
<td>Invest in meaningful and mindful professional development</td>
</tr>
<tr>
<td></td>
<td>Instill new language and rituals</td>
</tr>
<tr>
<td></td>
<td>Diversify community colleges so they resemble their communities</td>
</tr>
<tr>
<td>Accelerate Scaling Up by Institutionalizing Equitable Student Success</td>
<td>Tie student success to the mission, vision, and every planning document</td>
</tr>
<tr>
<td></td>
<td>Reward success by integrating student success with resource allocation processes</td>
</tr>
<tr>
<td></td>
<td>Make equitable student success part of every job description</td>
</tr>
<tr>
<td>Advocate for Making Education a Community, State, and National Priority</td>
<td>Advocate for equitable funding for community colleges</td>
</tr>
<tr>
<td></td>
<td>Unite efforts with CSUs and UCs to create the united front of higher education</td>
</tr>
<tr>
<td></td>
<td>Partner with K-12 to create pathways to student success</td>
</tr>
<tr>
<td></td>
<td>Partner with communities, businesses, and industry</td>
</tr>
<tr>
<td></td>
<td>Be a member of the policymaking team</td>
</tr>
</tbody>
</table>
Community Colleges in the Larger Socioeconomic and Political Arenas in the State of California and the Entire Nation

Well, I think that community college became the affordable alternative for many families because higher education costs keep going up. And community college, certainly in California, not all over the country, but certainly in California, continues to be an affordable option. And not only is it affordable but the quality of education is as good, if not better, than you get in a 4-year institution.

(Chancellor Torres)

All participants valued the importance of community colleges being situated uniquely to meet the educational needs of diverse communities of learners. Appendix G provides a summary of all participants’ comments about their understanding of the role community colleges play in the overall educational attainment in the United States. This is why Dr. Vargas could not comprehend why more attention is not given to community colleges:

I think it is common sense, and it is to me unbelievable that we do not recognize how vital community colleges are to our nation, to our competitiveness. Most of our students of color start at a community college. And when you have populations like the Latino population in the state of California, with the tremendous growth in the population, and yet we are not serving the Latino population adequately in the education system, it makes sense that we are losing our educational competitiveness, and we are seeing incarceration rates go up and all of that. The straightforward answer would be to change our funding formula, like give more funding to community colleges. But this is an easy answer to give. To folks like you and I, it is like it “makes sense,” “okay, how do you not fund the community colleges at a higher rate when it is in front of us how vital community colleges are to our educational system?”

Dr. Frank attested to not being very knowledgeable about community colleges in other states, but when it came to California, he had a robust knowledge and appreciated community colleges tremendously. He values:
having a place that is kind of within driving distance, walking distance, whatever, so that a student can go to school, still hold a job, still have a family, can be right there, the change is “I am going to do to college.” And it provides a unique method in my mind for going to college.

Another participant stated, “Given the role of community colleges; given the number of students, the low costs and limited spots at the 4-year colleges' students will come and start here.” Chancellor Ellis was “glad” that this research “does not focus only on the ethnic thing” and that it addresses a huge number of students who rely on community colleges to change their lives, in addition to students of color. She continued to share the following:

There is a saying that UCs takes the top 5 to 8%, the CSUs take the top 8 to 15%, and we take the top 100%. Everybody can go here, and yet we are the lowest resourced, the lowest funded, and the largest of all of the three intuitions. If you added CSUs and UCs we would still have more students, we would still serve more students.

Dr. Moffatt independently almost provided the same account when she stated that community colleges are “the key.”

[They] serve the greatest number of student who would be considered underserved students in the United States, who want to attain a higher education, who if we did not exist or have the mission that we do have of open access, their opportunity to higher education would be blocked.

President Romero was another participant to “confess ignorance about systems outside of California” but he was well versed in the California community colleges having worked here.

Community college are unique in the California configuration, the availability, accessibility of community colleges, the number, the number of students that we serve, this is my primary reference point. … In California, we are I think the bridge to maintaining a middle class. We know that students with only a high
school degree will really suffer in an economy that is based on skills and knowledge. We know that students of color are more likely to be passing through schools that are underperforming, especially in math/sciences and some of the leading areas of the economy. It's a huge hole to fill, but I think we are trying, we may be the only organization filling that hole, the transitioning of students, and that is not to say that we do not get greatly prepared students who come to us also, and we also get students what could have gotten straight to a 4-year school. We get students that are not economically challenged. By and large I think the real success of the organization as a whole will be can you take the student who is underserved and who may be under resourced and can we do a Herculean task of bringing them to preparedness for degrees/certificate and transfer. And maybe it does not happen in the first visit with us, in fact maybe they are a failure in the first visit with us, but somehow even if they are failure with us, we will be the organization where they would turn to, if it is not for incarceration or public welfare.

Because community colleges are so essential to the wellbeing of communities, the economy, and the overall prosperity and democracy, it becomes urgent that community colleges concentrate all efforts to meet the diverse and complex demands of underserved communities and to give them the hope of a better life and a better future. It is within this context and mission of community colleges that this scaling up framework becomes an urgent need for all community college educators and leaders. Enabling more students to be successful is good for the individual, the community, the state, and the entire nation’s emotional, social, economic and political wellbeing.
Chapter 5

DISCUSSION, IMPLICATIONS, PERSONAL REFLECTIONS, AND RECOMMENDATIONS FOR FURTHER STUDY AND CONCLUSIONS

Discussion

Sometimes the issue of scalability in my mind is almost the wrong problem to solve initially because our problem is that the row numbers are so low that a cohort of 30 students becoming successful is a huge impact in the organization, and having that impact multiple years, or multiple semesters, creates, I think, some of the groundwork for what might you might want to call scalability down the line. But I think you have to start right where the institution is, which it is that the numbers are dismal oftentimes. (President Romero)

These dismal numbers, as eloquently described by President Romero, have been the impetus for a plethora of student success programs in community colleges nationwide, especially in the state of California. These student success programs have been targeting the low success rate of students from underserved communities in higher education. However, as stated by Dr. Moffat, a veteran educator, despite efforts to scale up and improve the student success for this population, “the needle has moved very little.” For all participants in this study, improving the success rate of all students is not only an urgent economic imperative, but also an important element for our democracy.

These dismal results are to be taken very seriously because, as President Romero iterated in his interview, scaling up student success is also “an issue of self-preservation, that if community colleges can’t figure out how to be successful with students of color or marginalized populations, the need for community colleges is going to disappear.”
Implications for Current Practices

As student success for all students is becoming a centerpiece of community college education and as many practitioners are engaged in scaling up student success programs that would benefit all students, especially students of color, low-income students, first-generation students, foster youth, and all students from USCHE, there is an urgent need for a more robust framework in scaling up student success. Current research is without a working scaling up framework guided by the work of educators in community colleges that addresses current challenges and dilemmas. With the in-depth feedback from several practitioners and leaders in community colleges with a total of 307 years of practice, the researcher embarked on a journey to establish such a framework.

The researcher could see the importance of such a work and the implications for current practice in the eagerness of all participants to not only participate but also follow up with this issue and be informed of the new emerging theory so they could possibly practically apply it in their current efforts to scale up student success. Follow-up e-mails received by participants reiterated their strong interest in this research and the need for further research on this topic.

The scaling up framework that resulted from this research indicates the importance of working together toward student success, since this task is a “Herculean task” as President Padilla stated, and it needs integrative and collaborative interventions. This integrative and collaborative work expands beyond community colleges because, as Anyon (2005) articulated, “individual and neighborhood poverty builds walls around
schools and classrooms that education policy does not penetrate or scale” (p. 70). The current policies on education do not recognize the impact of “these walls” on educational outcomes. Most of the suggestions and solutions also focus only on accountability and structural changes as the only elements needed to improve student success. However, as these veteran practitioners shared with the researcher their practices and experiences, it became evident that a scaling up framework requires new and bold interventions that address the complex needs of students and involve collaboration between all segments of the education system, partnership between education and business, and a better informed public policy which addresses the current needs by providing the appropriate investment in education.

**Personal Reflections and Suggestions**

As an educator in an urban community college, the researcher has been struggling with the issues of student success and has always been in pursuit of the best pedagogy and strategies that would ensure equitable educational outcomes for all students. However, oftentimes the researcher’s efforts have not been as successful, despite the fact that she was working with devoted faculty, classified professionals, and administrators, and despite her reputation as a trusted person in this campus. The researcher’s interest and engagement in student success started long before SSSP. Early on, in her role as economic educator, the researcher noticed there were few students of color taking economics courses and fewer low-income students and first-generation students. This observation, later supported by institutional data and assessment outcomes, led the
researcher to purposeful activism and engagement within the college and the district to increase awareness and the dialogue about this issue and to become a leader in developing a student success program that would encompass the needs of the entire student and cultivate “nurturing environments” (Turner, 2015, p. 1).

In this process, as previously mentioned, challenges and roadblocks served as moments of reflection and pursuits of new strategies, including applying for grants to support these efforts and using data to win the support of administration. Yet, these strategies still used more energy than they produced results, leading the researcher to the issue of scaling up student success and equitable educational outcomes in community colleges.

A thorough search of the literature emphasized that the human capital approach was used to garner support for higher education in the United States. This approach exposes the limitations and incompleteness of efforts to reform education in the United States. First, the human capital approach neither tackles all the needs of our education system nor makes all the beneficiaries of this investment in human capital accountable and responsible for this investment. If businesses and communities do benefit from an investment in human capital, why are businesses benefit the most from this investment not more active in the field of education? Why are the taxpayers, thus communities, the only entities that bear the burden of public education?

More specifically, businesses in the United States benefit from a healthy workforce and as such they contribute into a health insurance fund to ensure that
employees are healthy and productive. Would it not then be beneficial for businesses to contribute into an educational fund that would ensure employees have an opportunity to update their skills and knowledge to keep up with the fast pace of technology while at the same time be able to afford the higher cost of education for their children by partly using this educational fund for their dependents? Just like the health insurance policy in the United States, the educational insurance for the people who are not in the labor force will be a responsibility of the state and the federal government only. Of course, there are many details to be worked out for this new and bold proposal, which will require a change in the tax code to incentivize businesses to invest in such an educational policy, but for now it is essential to provide some guidelines for this proposal.

The educational insurance fund would operate just like the current Unemployment Compensation fund, as a federal and state partnership, but be administered by the states. It will also be funded totally by federal and state taxes paid by employers. Thorough research, which goes beyond the scope of this dissertation, is needed to propose specific elements of this proposal for establishing a national insurance fund that will bring all major players together by investing in the same fund. Just as unemployment insurance serves as a much-needed automatic stabilizer to any economic downturn, the educational insurance fund would be used by every American who would pursue education to improve his/her human capital and stay abreast of new technology and the demands of the 21st century. Or it could be used to offset the high education costs of their dependents. Current businesses already have practices in place that subsidize or fully
support educational costs of their employees, but a national educational insurance will address both the employee and their dependents.

Employers’ contributions to the educational insurance funds will highlight the human capital component of education, and the state and federal contributions will be indicators of education as a public good and a civic and moral imperative. The presence of this insurance fund will shield education from the cyclical gyrations of the state economies and provide a more stable financial source that will allow educational settings to focus on their tasks and goals. The educational insurance fund will also be an effective way of addressing the structural unemployment, which has been an ongoing issue for the American economy since the 1960s.

It is interesting also to note that this research and proposal come at a time when President Obama is promoting the idea of free community college education. This idea is a great one, since it realizes the importance of community colleges as key to improving the educational attainment in the United States, currently a major economic imperative. However, President Obama’s proposal falls short of making everyone who benefits from a quality education responsible and active in this process. A free community college education, supported by taxpayers’ money, despite not having the current necessary political feasibility, is also perceived as a subsidy or a public assistance program. These programs are historically highly stigmatized and, thus, prone to constant changes. An educational insurance program instead will be perceived as an earned benefit to members who prescribe to this program and provide contributions. It also brings together the state
and federal governments alongside businesses and industries to create a vibrant well educated workforce that will continue to stay competitive independently of technological growth. This educational insurance program will ensure that the United States America re-claims the leadership role in the global educational arena and will also ensure that education continues to stay competitive on its race with technology.

Of course, this new policy will require an engagement in a national and state campaign that envisions California and the United States as a leading world education system that equips all its members with the values, knowledge, and skills to be successful global citizens in the 21st century. However, for such a thing to be achieved, education should focus also on the civic and moral values in addition to the economic values that it provided. Recognizing education as a civic and moral responsibility of American society would require and dictate a more equitable public education to all students. Such a system will rely on the following assumptions:

- California (United States) is capable of, resourceful enough to, and responsive to achieving educational excellence for all its members.
- Every person has access to equal and high quality education.
- Every student achieves the needed writing, critical thinking, and analytical skills needed for the 21st century.
- Every member has the skills and ability to contribute to the American society and to the global world.
- Education is a civic and moral obligation for the state of California and the American Society. This paradigm shift will be comprised of several elements that will ensure adequate funds for K-12 and higher education and also require that policies that set the school standards must meet needs to first and foremost identify the financial resources needed for schools and for effective environments of learning outside the educational setting.

**Limitations**

There were several limitations to this study. One limitation was the bias of participants included in this study. All participants were practitioners devoted to student success for all students and who had a strong devotion for equitable educational outcomes. Another limitation was the closeness of the researcher to this topic, which can induce additional bias. However, the work of practitioners and the researcher and their dedication to just and equitable educational outcomes can also be perceived as the strength of this study, since this devotion added more passion and rich descriptors to this research.

An additional limitation is that all participants were located in community colleges in Northern California and are not representative of all community colleges. Fourteen participants represented only seven community colleges so this framework is imbedded within the experiences of these practitioners. To generate a more robust theory representative of more educational leaders and practitioners across California, a broader representation is needed and more time and resources must be devoted to this issue.
However, the saturation of information and the honest and in-depth responses, together with the extended experiences of these practitioners in different community colleges in California and in the United States, offset some of that limitation. Nevertheless, given the importance of this issue to the overall educational attainment in the United States, this is closely tied to the economic prosperity and an effective democracy (Darling-Hammond, 2010; Goldin & Katz, 2010; Piketty, 2014; Ravitch, 2011; Stiglitz, 2013), it will be extremely important that this researcher or other practitioners continue to work on this issue. There is definitely an urgent need for further studies and research on this issue.

**Recommendations for Further Study**

While the richness of data and the vast experience of all research participants contributed to a brand new theory grounded in current and past practices, there is still a need to include more voices and experiences to make this theory more robust and to increase its transferability. As previously stated, the research participants were located mainly in urban and suburban community colleges in Northern California; hence, missing from this study were the experiences of practitioners in rural settings and less populated areas in California.

In addition, the grounded theory would benefit tremendously from a focus group discussion of the framework itself, which would be extremely beneficial and the scope of further studies. Also, it would be useful to add the experiences and feedback of other educational practitioners, policymakers, and leaders of local communities and businesses
to this framework, given that they are not only an important part of the framework, but also major players in the student success efforts.

Elements that need special attention are the collaboration between K-12 and higher education as well as the strengthening of the state/federal policy to support student success instead of focusing mainly on accountability and compliance. Perhaps research done with the policymakers regarding their role of increasing student success can add important insight to this theory.

Finally, given that the success of all students is closely tied to economic prosperity and the competitive advantage of the United States in the global arena, it would be extremely beneficial to expand this research by using comparative methodologies with other countries that lead the world in terms of higher educational attainment for students of color, low-income students, immigrants, first-generation students, and other students from USCHE.

**Conclusions**

As the researcher embarked on the journey of establishing a scaling up framework, she was perplexed by her own personal efforts in scaling up student success for underserved students at her institution. Personally, the researcher had worked hard to scale up a student success program only to be confronted with countless barriers that seemed to become larger and more complex. Oftentimes, the obstacles originated from a very limited knowledge base on how to approach the issue of scaling up. However, most of the time, the barriers were institutional and related to the resistance of change,
challenges with diversity, lack of funding, and other institutional impediments. The researcher had to reach out to practitioners who had experience in scaling up student success programs for lessons and advice in the past.

This research provided a systematic way of generating a framework from data systematically and rigorously obtained by following all the steps of a scientific inquiry. Grounded theory can make a difference because the richness of data brought forward in this theory will transform knowledge, practice, and social policy (Charmaz, 2014). More specifically, this new emergent grounded theory provides a clear framework of scaling up student success that will be both practical to community college educators and leaders who are engaged in shifting student success from “pockets of innovation” to institutionalized practices. In addition, it is the hope and aspiration of this researcher that the current theory will contribute to the national conversation on education and educational reform and bring educators at all levels of education, community organizers, philanthropic organizations, businesses and industry, and policymakers at the local, state, and federal levels together to explore a new bold policy that would address the root causes of educational inequities in the United States and provide sustainable and robust solutions that would make the United States reclaim its role as the global educational leader.

This research, which started with the researcher’s desire as educator to ensure that more students succeed and the classroom resembles the community, is based on her passion of providing equitable high quality education to every learner. Hence, it goes
beyond meeting her dissertation requirement. It is indeed her lifelong goal and aspiration of being an effective educator and giving back to society the same way that educators, her community, and the entire world instilled in her a desire to learn and provided the resources to succeed and surpass the borders of a small town, an isolated and poor country’s borders in search for more knowledge and a better life.
APPENDICES
APPENDIX A

Qualitative Interview Questions and Interview Protocol

For the purpose of this research scaling up is defined as “expanding, adapting and sustaining successful policies, programs or projects in different places and over time to reach a greater number of people” (Hartmann & Linn, 2008, p. 7).

Please tell me a story describing your experience(s) with efforts to scale up a student success program.

According to your opinion and experience, what have been major barriers in scaling up student success programs that focus on improving the completion and transfer rate for students from underserved communities in higher education?

According to your opinion, what essential elements are needed to support the scaling up of student success programs that focus on improving the completion and transfer rate for students from underserved communities in higher education? Probes as needed:

What is the role of organizational culture in scaling up student success? Probes as needed:
In your view, what are some strategies for creating an organizational culture that nurtures scaling up practices? Probes as needed:

How can the federal/state policy facilitate scaling up practices?

According to your opinion what is the role of community colleges in increasing student educational attainment in the United States?

From your experience, what resources are needed for community colleges to accomplish that role?

Is there anything else you would like to add about the scaling up process?

Thank you for your participation. May I contact you if I need to ask you about your responses? For clarification, etc.
APPENDIX B

Interview Consent Form

Scaling Up Student Success Programs in Community Colleges: From “Islands of Innovations” to Institutionalized Practices

You are kindly invited to participate in a study conducted by Diana Bajrami, a doctoral candidate in Educational Leadership and Policy program at California State University, Sacramento (and a California community college faculty member). The purpose of this research is to establish a substantive framework for scaling up student success programs that focus on the academic success of students from USCHE: students of color, first generation students, low income students and other populations that are underserved in higher education.

While the research in the area of student success has been prominent, there is little research in higher education that will point out to the essential elements of scaling up best practices that would break the barriers of success, by bringing together academic, student services, and community resources to create opportune learning environments for students from USCHE, and particularly in community colleges.

This qualitative grounded theory research aims at offering community college leaders a deeper understanding of their crucial role in closing the achievement gap for underserved communities in higher education. In addition, this research will illuminate some major strategies for scaling up student success programs in community college, and will highlight institutional and societal factors that are essential for student success.

You were selected as a possible participant in this study because of your vast experience in scaling up student success programs and initiatives focusing on improving the academic success of students from underserved communities in higher education.

Intensive interviews with 8-10 current community college presidents, chancellors, faculty leaders and staff, who have been closely engaged in student success programs, will be the primary data that will provide in depth insight on scaling up practices in community colleges.

All interviews will be individually conducted at the time and location that is most convenient and comfortable for you. Each interview will be no longer than 45 minutes to one hour in length. Please note that with your additional consent the interview will be audio-recorded and later transcribed, but you may decline to be recorded and the researcher will take notes during the interview. In order to ensure confidentiality, a pseudonym will be provided to protect your identity and any demographic or geographic references will be made broadly so as not to reveal any particular school or specific location. The responses for the interviews will be known by number only – your actual name will never be associated with a number or any gathered data in either the interview.
or in the survey. Questions that ask for potentially identifiable information will be assigned anonymous codes and will not be linked to any name. You may decline to answer any question asked. Your participation in this research is entirely voluntary and you may cease participation at any time before, during, or after the interview. The researcher may also end your participation at any time. The researcher will also send the transcripts of interviews back to you once they are completed so you may check your responses to verify that they meet your understanding of what you contributed and, if need be, to adjust them to your understanding.

By voluntarily participating in this research, you will be contributing to developing a framework for scaling up student success in community colleges. This framework will be useful to community college leaders by potentially offering practical ideas and practices that could be utilized to better serve students and their communities.

If you have any questions about this research, you may contact Diana Bajrami at diabaj@comcast.net or her Dissertation Chair, Dr. Caroline Turner at csturner@csus.edu (916) 278-2281. Or you might also contact the Office of Research Affairs at Sacramento State at research@csus.edu or by phone (916) 278 6402.

By signing below, you are saying that you have read this consent form and agree to participate in the interviews. With your permission, I would like to contact you if additional clarification is required after conducting the interview. I will contact you by email or phone.

I also agree to have this interview audio recorded. _______YES _______NO

Print name: __________________________________

Signature: ___________________________ Date: ________________
### APPENDIX C

**Student Success Initiative: Data**

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<th>Text</th>
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<td>We focused on raising the institutional capacity to address student success.</td>
<td>Institutional Capacity</td>
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<td>Even though everybody agreed with the data that there was a need to support students at various levels to help them achieve academically, there was not the institutional capacity at the beginning for a lot of different reasons. Here is what I saw.</td>
<td>Institutional Capacity</td>
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<td>Yes, going back first when I was a dean, we worked in a number of basic skills initiatives to provide support to students, inside and outside class support, through tutoring and mentoring.</td>
<td>(within Examples) Basic Skills</td>
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<td>Be to Be, I am sorry, it was See to See, and so what ended up happening there was we created the learning community our students started signing up for it and it was very critical learning community where we actually talked about Brown Revolutionaries and then associated that with who they felt are their heroes and heroines today that connected with those individuals, and it was actually an interesting class, students appreciated it. It was not so tradition, where we also had speakers coming in, and students started to write</td>
<td>(within Examples) Learning Communities</td>
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<td>So Alan Smith, who was the coordinator then, now is the Director, and when I was directing the program, it was he and I and another counselor, that we were actually going to high schools not only in the Spring semester where typically we would recruit them for coming to the college and also applying for the EOPS program. But what we ended up doing was a year prior we started working with the schools and right at Fall we started to appear in their classrooms, we started to hold workshops, during lunch students would come to us and be in conversations. Nothing formal, it was just about what they were doing in school, the transition what it means for being a senior. And then later in the semester this is when we started to give information about college and application. So the first part was building that relationship and understanding that we were not just there for recruitment purposes. It was a relationship building, it was knowledge about higher education and seeing themselves in higher education and in the spring that was your traditional business of Financial Aid, and everything else. So there was a curriculum for a yearlong of how we were building that relationship so when they got to the college we were hoping that there was that relationship and network that they can and sustain and support themselves there.</td>
<td>(within Examples) Transition/HStoCollege</td>
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<td>Basic Skills to bring in the Center for Urban Education (CEU) through USC, Estella Bensimon, to work with us in now developing methodologies of equity. So, how do you look at the research? How do you run your numbers? And from that point we really have a lens at looking at data through an equity perspective. So that's what we did. We had California Tomorrow developing our consciousness around equity. IDEA emerged from that effort. Then we had basic skills resources</td>
<td>(within Data) Basic Skills</td>
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come in and then we brought in Technical experts that began to transform the way we look at and practice as an organization. So that was an institutional approach in terms of developing that work. And Mr. AZ was the President then, when we were developing that and he was very instrumental in supporting that process.

Well, I haven't really had an experience doing that, what I had an experience with is what makes it hard to do. So, before I became full time, I was working in the summer on a special project that Dr. Carter got a grant for, which was looking at learning communities; and so we did a lot of reading and analysis and rolled up some statements of what it was we learned. And the primary thing I learned from that experience was we do not have an infrastructure, a payroll infrastructure that supports having learning communities; we do not understand having two faculty persons at the same classroom at the same time and paying them both equally.

So, when I started as a faculty member I taught a program that was designed for concurrent enrollment, so I was working with senior high students who were on the verge of dropping out, and simultaneously, teaching for community college, though. I also have done Summer Bridge Programs and other kind of outreach programs where I was teaching at high schools.

And so, in my experience working with these programs, and I have worked with a lot of programs like including Puente Program, there is another program called Metro Health Academy, so I worked with a wide range of programs. One of the observations that I have noticed throughout my career is that as good as these programs are they still only serve a limited population of the overall student demographic. So then it becomes again a question of how do you scale it up?

The PACE program they knew they were going out after students who had not really thought about college education, now because they had a job they knew that they could increase their education, they could increase their job opportunities, even their pay. They went to specific employers, like PG&E and Kaiser to reach out to students to say that we have got a program, because this program has tutoring associated with it, because this program schedules the classes such that there is a process of what you take first and you take second to get through this associate degree, and if you are not at a certain Math and English level, we actually have math and English courses a part of our

PERSIST program that exist which is reaching out to students in basic skills to try to get them to see that there is a way to go beyond basic skills, and there is even in this PERSIST program, because it is modeled a bit on the program of Diego Navarro at Cabrillo, that there are certain specialized kind of courses over and above English and Math, like a Social Justice Presentation course which gets the students excited, because suddenly I can talk about me too in what I write and what I present, and experiences in my community, experiences in my family, and why my family has not succeeded. But, I think the deficiency is the outreach in not getting more students involved in trying to do that, now as the result I know the college is trying to do learning communities at the moment, that are kind of like the first year experience model. But
So, by the time, for instance I developed a Literacy or Basic Skills Program at Modoc community college for corporations. And that was mostly, reading, writing, basic skills, where we either went to their facility or they came to ours. That's all I did, I cannot remember [a good laugh]. After that, I was an administrator, supported faculty developed Programs. So example when I was in Capistrano College [name change], I helped develop and support a program called Bridges to the Baccalaureate for community college students who took two years community college Biology courses and they linked to a CSU [name not disclosed for confidentiality reasons] Baccalaureate Program in Biology and Health Sciences and that was funded by an NSF grant. I became a supporter and facilitator, like I do now as a Chancellor. However, I do not to take credit for these programs. The credit goes to faculty and staff.

Hmm, I will go with Title III grant that I am just finishing after 6 years. But, we have not been completely been able to scale it up. There are always obstacles, but I think we made headway into institution. One, is learning communities, another is a teaching strategy is integrated learning, because you can really scale it up than you can do learning communities, it is easier to implement, embedded tutoring, I think is a concept that some colleges call supplemental instruction, but embedded tutoring does not require all the training that you have to go into to implement supplemental instruction.

Well, I am going to talk about a program that we are trying to scale up right now, it has been two meeting. It is the Academic Excellence and this advisory committee. So, just the initial, there has been only two meeting, but I can just say, the politics, differing philosophies and perspectives, before you can get even to the ground work that needs to be done to scale up the project. So, the philosophy, everybody has a different perspective on how you should proceed, where the money should go, who should be in charge, you know. Those politics, they can get on the way. And so, I was thinking about it last night and I was saying: sometimes the visionary person has to be, in my opinion, really strong, and they have to really, not be dictatorial, but they have to be very clear and setting what the vision is and what the expected outcomes are. Because if you allow too much latitude, then people come in, but if you are given a charge and from the vision perspective of and expected outcomes from the beginning, and you are like “this is what”, then it kind of cuts some of the politics out. So the people say: “Okay this is what we are here to do” and “it is very clear”, it just cut a lot of wasted time.

The only experience that I have has been taking an existing program, and that was our Learning Communities, and expanding it to go beyond just one Learning Community, but expanding it into three. And taking those three learning communities that were ethnic based and adding another Learning Community to that, which was like kind of create your own class, which was an experiment where students were at the center of the learning. Took that idea and extended it one more step, which was more linked classes, than it was learning communities, so students
could be in one or more of the classes: there were three classes, it was a social sciences class, it was a political science class, and it was a history class. And it was three different instructors, who had a core of those students who were in three of those classes. So, that is the only experience that I have had in designing and scaling up student success programs. And those learning communities are still going on now.

| As far as scaling up, I would say even when I began at community colleges at Valley College; we had a wonderful cohort of student athletes. We had many first generations in college; we had a huge population of previously incarcerated youth. There was a time when more than 30% of our football team was on probation and they had their anklets on, so when they would travel outside the area they had to get special permission. What I found was, you know no matter what the sport was, we had about 20 athletic teams, it was the collaboration and that carina that was created with their coach and their peers that really kept them together, and going to class and succeed. I realized that a lot of what was missing with many community college students was they were just coming to campus and leaving and they did not have a real connection. And, so to create learning communities would really help students feel engaged. When I came to Perkins Colleges, as the Vice President, we actually started what we called | Learning Communities |
APPENDIX D

Including Student Input: Data

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<td>So, we asked the students what we were doing wrong. Well, the students told us number one, where you are holding the program in the portables is not a good place, and I asked why. Well, the portables are places where people go for detention, so they are not going to go there. Number two your schedule conflicts with basketball and AP classes, okay. And I said okay we can change that. And the third thing what you are calling this does not make change, it's good information, but nobody one wants to go to Financial Literacy Academy, what does that mean, it sounds too academic. And the last thing is that all your pictures, everything all you have announced in the program, all your staff photo, these are not students that go to this school. If you are designing those things for people that you are intending to serve ask them first. That's important. In fact, they are the better messengers for inspiration, when you hear their testimony, or when they say they are thankful or that they like to see these things, that's gold, and all you do as an institutional leader, whatever your role is, is to reinforce that, come back to that and keeping everybody together. o that they really understand that the policies that they are creating what impacts are going to have on the ground. Again, that's what parents, informed educators; students can have the most impact. We really do not give much credence to the fact that students have a lot of power and authority. Here is one of the things that I think it can be helpful as part of a state or federal government listening tour. First, I would agree with the supposition that role of the community colleges, you know, almost had a cooling out period. They were, I wrote a paper on this a long time ago, I do not have it with me. Community colleges are really extensions of high schools by their charter, and as such they adopted much the same framework. About how they put people in a certain type of career and/or education trajectory buckets so they predetermine in whatever biases that they were people should go. So if you are good working with hands you are going with the trades and that's your only destiny, never higher education, never transfer to four years, public or private. So that model has always been challenged, but now is beginning to be broken up. Part of that is Student Success Act is really talking about completion not just access. But you are right; part of the conversation that needs to happen now regarding the workforce development is again. I see for example well intended individuals who are really promoting jobs versus careers, and much of the folks that are promoting this is because there is money and sometimes there is a perverse incentive. I think it is, but it's how the people are geared to go college, and how the community colleges can have a broader role rather than chase the money in terms of workforce development. Everybody I see in the workforce development conferences don't look like people of color, and so again I get that extenuation of high school where folks are</td>
<td>Including students</td>
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dictating the career path to folks because there is money and you are trying to satisfy this perverse need over here versus what is best for the student. And that best for the student can be multiple options.

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<th>Criticism of current trends</th>
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<td>o you have to hold people accountable when giving the money. What's going to be the outcome of your contribution, what are you expecting, well, we want to train workforce. Okay fine, but what is going to do in terms of helping the local community and also the community colleges from which these students come. I just had a conversation with a private four year institution that wants to have a partnership with us, for them clearly they are trying to figure out how they grow their enrollment. So my response to them was so why should we participate. What's going to be in it for our students other than them come into us, moving to you and getting a degree? Unless there is some kind of buy back or payback for the community. Are you going to be setting up for example a Clinical Center in our community that we can co-own and operate to serve the community? So you have to go after multiple streams of money, but. we have to be careful about their motivation for giving those funds, we need make sure that there is a commitment that there is a commitment and responsibility back to the institution and community that that institution serves. Otherwise we delegitimize our role as community colleges, because the community colleges are really the people's college. Unless the community colleges are able to turn that money back to the communities to find new sources of options for our students and the communities in which they reside then we are becoming just a factory and a feeder for the postsecondary, CSU, UC and/or corporate enterprises. So we got to change that model.</td>
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<td>The limit of scalability is the economics of scalability. I think there is going to be some resistance, but I think what we are finding is that even those who maybe on principle would have resisted, now know it is an issue of self-preservation, that if community colleges can't figure out how to be successful with students of color or marginalized populations, the need for community colleges is going to disappear. Or we can retreat to become junior colleges but that would assure the scaling back of CSUs and UCs. Both of them if you look at the politics of them, have more leverage than community colleges. We may be cheaper, but we do not have the political levers they have.</td>
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<td>Community college are unique in the California configuration, the availability, accessibility of community colleges, the number, the number of students that we serve, this is my primary reference point. And I have to confess ignorance about systems outside of California, to the extent that I do not understand the same way that I understand California. In California, we are I think the bridge to maintaining a middle class. We know that students with only a high school degree will really suffer in an economy that is based in on skills and knowledge. We know that students of color are more likely to be passing through schools that are underperforming, especially in math/sciences and some of the leading areas of the economy. It's a huge hole to fill, but I think we are trying, we may be the only organization filling that hole, the transitioning of students, and that is not to say that we do not get greatly prepared students who come to us also, and we also get students what could have gotten straight to a four year school, we get students that are not economically challenged, by in large I think the real success of the organization as a whole will be can you take the student who is underserved and who may be under resourced and can we do a Herculean task of bringing them to preparedness for degrees/certificate and transfer. And maybe it</td>
<td>(within State) Situated</td>
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does not happen in the first visit with us, in fact maybe they are failure in the first visit with us, but somehow even if they are failure with us, we will be the organization where they would turn to, if it is not even if incarceration or public welfare.

I think that it is our mission and the mission of the college is to provide students with opportunities, and certainly opportunities to gain a degree or certificate. In many instances, right now one of the things that are coming up, or something very hot is CTE; CTE programs. CTE programs can lead to a certificate in a relatively short time, which allows students to put in practice what they have learned very quickly. And be able to get a job pretty quick. I understand that the path of education is not for everybody, meaning that not everybody wants to be in school for 8 years and get a degree, and go to another degree. Some people are very happy just getting a certificate and going to work, perhaps, taking classes here and there to keep up with the industry. And that is part of our mission and it is part of the culture of our community colleges. We are so diverse. [DB] And you talked about how money is providing some perverse incentives. From your experience, what resources are needed for community colleges to accomplish that role and provide the right incentives?

The way it is right now it may push people to just go after the money. And I will tell you counselors when we did our training, because we did an upgrade in the system, and we changed the codes that they use when they see a student. And part of the assessment that I did prior to the upgrade was to look at what were they doing? What kind of codes are they using? Did we even need anything? And how I came up to this because we did an assessment and looked at the data, there were thousands of codes such as “somebody saw Mary because of”; just a comment, so not tracked at all. Athletes; “Met with the student”. But it was not picked up anywhere, right? So it seemed to me that people had the ability to create a code or a comment without attaching it to “met with student for a plan” or anything like that, and so we were not reporting. And so, that became a huge issue, because I said: “Wait a minute, let's look at our data”. When we looked at our data we looked that the number of SEPs that we reported for the previous year, so that would have been 11-12 year, I believe, we found out that we reported something like fewer than 500 SEPs for all colleges. And I said “well, okay”. So then, I asked colleges to generate a report from another system to see what the numbers of their respective SEPs were. One college alone had completed 3, 000 SEPs. So, our discrepancy in the data, so right now it would not matter but in the future will matter because we would be funded only based on 500 SEPs and we will be hurting. So we went ahead and did the upgrading so that everything would be captured. The system was outdated. No upgrades were done since it was originally we implemented the system in 2007. So, we did the implementation to an upgrade and we created a list of codes that would connect to SSSP. And we did a training and we said that these are the codes that we are going to use. Yes, they sure they can write comments, but they have to select the codes. What I was getting at is that in some ways the conversation became about “Oh, wait a minute, if this is about funding, how can we? And it ended up being “select as many codes as we need”. So, in some ways it becomes like “let's maximize the reporting”. But let's think about the student, really. How are we helping the student? You know. But in some ways it becomes that, when we frantically trying to make sure we get enough funding. Make sure you select it, make sure you do this and that. And in the end, we lose touch with what is going
on with the students and the issue of how this helps the students. In some ways we lose touch with the student.

I think the new generation of students study very differently from the previous generation. Technology is a big part... Sometimes I think you have to mix the old classical ways of doing things with the new ways of doing things. I am learning now that a lot of students communicating through Facebook. And my tutors are young, so I give them a project which they are getting paid for, and they are given the freedom to use their imagination and to assist us creating a Facebook account to help us connect with students. Also we are thinking that maybe next time attaching some of our programs to Twitter, or Instagram or other programs, so we can text a student regarding their appointments. My tutors are really imaginative and knowledgeable in linking our website and services to students. I am trying to listen to my tutors so that they will let me know what the best way to communicate with students is. So if I can tap into that and if I can create opportunities for the school to reach students in any way that we can ensure that services will be better accessed.

Second, it is really necessary for us to hire student workers, because the student workers are the people that are attending the school and you will learn a lot about what is going on at the school by listening to the things that they are doing. Not only are you recycling the money at the school by giving them funds to support themselves, but it also is helping you learn a lot of what is going at the school by listening to students, but this is the population that you actually serve. For me I depend so much, because of the lack of classified staffing nowadays. So, I depend on them a lot.

Yes, at least the classes that they would take would not be a college level class. Because it is not necessary for it to be a college level class. These classes are simply giving them the basic skills so that they can step into college. I am not talking about taking away basic reading and writing, because these classes are preparing you for transfer level college classes. So, this should be for students who have challenges in basic skills. I think it should be an assessment for all students, whether you are college level student already and then you can either be referred to an adult school or you can actually step into college. I think in the long run it will make a student feel better and they will spend less time in community college. But a community college should not only be a transfer but it can be a training ground for students who do not need a four year degree. It has to be upgraded, some of the technical classes that we have or AA degrees that we provide, and they should really be updated to align with the needs of the community and the industry.

It is crucial. Given the number of students, the low costs and limited spots at the four year colleges' students will come and start here

So those are the types of conversations and dialogues so we start saying that we cannot cut date the way we used to, it is much more complex when we are talking about human nature and human elements.

And then icing in the cake, is that when they transfer and we put them in jobs then we have cultivated their thinking enough as a community that they actually reinvest back in the community, because that's the cycle of connection is that we educate them so that they reinvest back in the community, whether that's intellectual or economic, that's the return that we are hoping for, making that cycle back and developing healthy communities as a result.

You do not have to be a member of a learning community to be homeless; they
do not have to eat. You do not have to be a member of the learning community to have dysfunctional ways of interacting with people that create problems for you when you are in a classroom. All of that needs another approach, it needs some supplemental, all-encompassing, life structured enhancement tools, that is people; it is stuff. Mostly it's people with stuff, people who have awareness of how to use the stuff to support other people, it is not just stuff, clearly that won't work, give them all the technology they need, it will not work, it won't go anywhere. It has to be a really dynamic one to one relationship, that's another reason why it is difficult to scale these things up. There are not enough faculty people who are committed to or aware of, or willing to invest the amount of time required to do that, or the institution does not value their ability to do that, nor does it perhaps even see that is necessary, so they do not make it possible in terms of the kind of load that people are supposed to carry. I have one student in one class, who is a Gateway student, who is having serious psychosocial problems, she cannot finish the class, and it is not just because she is not smart, she is smart, she is very smart, but she has not enough external stuff going on to help keep her functional. So, she got depression, social anxiety, she has got all kind of stuff going on. I do not think that there is a system in place to support people who have those kinds of issues. They need their own social services network functionality, and it would not be limited to them, but they will certainly be benefitting from them just any one else from the institution can benefit from having this kind of networking capability, that is functional, that it actually works. So, if a student is homeless you got to find them a god damn home, you do not send them somewhere else they might be able to have an encounter that could result in something, you find them a home, if a student is hungry you find them ways to feed, you just do not just say these resources exist over here, go talk to those people. No, you make it possible. That' another reason why cannot be scale up. It's expensive. And how many institutions are willing to spend that amount of money that requires being as effective as they would have to be to cover those entire basis. It has to be an institution that has the resources, is willing to use them that way and that is committed to the long haul. It's not a pilot program. This is what we are going to do for ever, until there is no need for it. That is what this institution is going to do. I do not know anybody who do that, there are few places back East who have started to do that and who are showing that it works, but they have not scaled up yet either.

I think community colleges are capable of being more nimble and more integrative in the short run, because they focus on a particular let's certificate, or degree, or job path. They can change direction more easily than other institutions. It's not easy, because it is going to take a minimum of two years to make anything happen, but it will take longer at another structure. So, I think part of the value of community college structure nationwide is its ability to focus narrowly and yet to be agile enough to able to shift focus when the world tells you it has to change. Like right now there is Amelia computer software who wants your job as an assistant, we do not need that person to do assistant anymore. We need him to do something else so let's find out what is it that you really want to do and how do we find a job that works for you so that we can be successful and we can be successful. We do not need you to do that thing we have a commute we have a computer to do that. That requires an agility, shift quickly, computer technology [slapping fingers to indicate a faster pace] , today we got Amelia, tomorrow we are going to have Hermione, and she would be
able to manage twelve times as much as Amelia is going to handle that means that there are twelve fewer people needed to do that thing. What else would they do. We know that there is a lot of work to be done, if we just spend our time lifting up the world that would be more than enough to do.

but from a student’s perspective understanding those outcomes. So, if we have a successful program, what did the students think was it that made the program a success? So that is another key piece. Like I said, once you identified some of these key pieces, so for example at the previous college, where I thought counseling was a critical piece. So, I developed something similar for outreach plan.

I think it is common sense, and it is to me unbelievable that we do not recognize how vital community colleges are to our nation, to our competitiveness. Most of our students of color start at a community colleges. And when you have populations like the Latino population in the state of California, with the tremendous growth in the population, and yet we are not serving the Latino population adequately in the education system it makes sense that we are losing our educational competitiveness, and we are seeing incarceration rate and all of that. The straight forward answer would be to change our funding formula, like give more funding to community colleges. But this is an easy answer to give. To folks like you and I, it is like it “makes sense”, “okay, how do you not fund the community colleges at a higher rate when it is in front of us how vital community colleges are to our educational system?”

and there is even in this PERSIST program, because it is modeled a bit on the program of Diego Navarro at Cabrillo, that there are certain specialized kind of courses over and above English and Math, like a Social Justice Presentation course which gets the students excited, because suddenly I can talk about me too in what I write and what I present, and experiences in my community, experiences in my family, and why my family has not succeeded. But, I think the deficiency is the outreach in not getting more students involved in trying to do that, now as the result I know the college is trying to do learning communities at the moment, that are kind of like the first year experience model. But the thing that I always worry with those, and I still think there is some validity to it, okay they have done it for one year, now what do you do? You just cut them loose rather than trying to figure out ways to continue in my mind to build the culture, and I think this is what you are saying in the sense of scaling, that's one way that I would see the scaling, just say, you got the first year, you should have developed the study skills, should have gotten the baseline knowledge, now “Goodbye! You are on your own”, where there is much more success in the sense of community and people coming together as community, and I even think that this even applies in the work setting, do you build a team, or are you the sole lonely expert or that kind of thing?

Sure, agreed. And even as you say that, I think that says even in the professional development that you have got to know how to interact with some students, that you have to help break down some of their barriers in their thinking, and you not make assumptions about student because they said this word or that word or made this, because they are new, they have not become part of this culture, to move them into a different way of being part of the culture, and do not make assumptions either, but another reason to reach out to each and every student to get them more engaged.

Well, I am not overly knowledgeable about community colleges in other states.
As an example, just to list it as an example, I grew up in Ohio and it was not community colleges per se, but there might be a few today, but what was more off were branch campuses of an university, and you could go to a branch campus for two years typically within driving distance for a lot of students, and then go to the main campus for the final two years, not only to get you connected but also to help financially. So, in terms of community colleges, I am more knowledgeable obviously about California, and I understand the methodology. I do not agree with everything in that exists today in a variety of ways, but I agree with having community colleges, having a place that is kind within driving distance, walking distance, whatever, so that a student can go to school, still hold a job, still have a family, can be right there, the change is” “ I am going to do to college”, and it provides a unique method in my mind for going to college.

Another thing that enters my thinking is with this dual enrollment and things that are being talked about providing greater outreach to the high school, and not simply to high achieving students, but to other students, that's why I mentioned Rochelle Perry because her research is on dual enrollment and what it does for underrepresented students in CA. And it is not necessary to help the student complete the college degree by senior year, but somehow to create a pathway from high school, where they take some courses and begin to see that, there is a reason for math, there is a reason for English, that's not just I am taking the class, I am doing my homework and I am turning it in, but rather it gets related to job skills and things that you are going to use beyond high school and that there is more than high school, also that there is this pathways and by building the pathway with community college, because it is more of them. I is not like a major university having to deal with 110 high schools (I am making that up) that maybe you have five high schools at the local community, so those pathways for students that community college provides in my sense more services than say a university might be providing or a four year school to a student, so that even with the student success thing that you are going to do certain steps. Colleges and universities are not really of that kind of structure in my opinion, and I do think that there are a significant number of students who need that kind of so to speak hand holding, because they did not learn that in high school., again my Pathway thing will help. But, I do think that these kinds of things when you make certain services available to students. You begin to help them understand what it. Means to be in colleges, to success in colleges, what kind of classes, how do you even explore what they might be interested in, and I think we do that well in community colleges. “We have got some methods”, I am saying it as a quote so to speak. that would help you understand what you are really interested in” I think of thing that we got the Career Center where they take these online exams you take these little online exams that ask” have you ever thought about for these reasons?” But there is a different kind of focus at community college to do that sort of thing and then prepare students to go to something bigger, but even in preparing them to go to something bigger to get them the tools to begin know how when they get there to being searching for what does exist there. May be is not somebody that will lead you there, but may be so need to find out is they got some , tutoring center that you would not think that university must have they have got some kind of study groups that you would not think about or that they have got some kind of mentorship program. I think that the community colleges for that reason provide something to students that need to develop certain kind of skill sin addition to the subject matter. That is why I would be back after that
cognitive and affective domains, are we reaching out to both and I think good community colleges do they got strategies for how to get to those areas in the students' brain and to provide the linkage. I think there is even some value that community colleges can do to reach out to students and say you need and tell you need to become more involved and become a student leader.

Well, I think that community college become the affordable alternative for many families, because higher education costs keep going up, and community colleges, certainly in California, not all over the country, but certainly in California, continues to be an affordable option, and not only is affordable but the quality of education is as good if not better than you get in a four year institution. It is said that, let see if I get my statistics right, 60% of graduates of CSUs come from community college, so they become more successful in the four year institution after having experienced community colleges.

So, I think the role of community colleges, is what I just said, but is also a moving of foot of community colleges to offer baccalaureate degrees, and that is probably a future in that, although there has been some resistance from state universities [CSUs] and UC system, but I think is an idea that if it proves successful at the pilot stage, you will probably see more proliferation of bachelor degrees in community colleges, which is not a bad thing, because all that is, is more education, and the more education that we can provide people, better equipped they are not to not only be employed but to participate in the society out there as educated and intelligent human being and citizens.

I am a firm believer in the community college mission of open access, but I see it closing from its original mission.

We are the key, because we serve the greatest number of student who would be considered underserved students in the United States, who want to attain a higher education, who if we did not exist or have the mission that we do have of open access, their opportunity to higher education would be blocked. So, I think is key. And the other thing is to me, when community colleges first came around in the 60s, when the district really started popping up, we used to have the part of the mission, we had a more balanced transfer as well as CTE perspective, and the CTE perspective kind of went way and it has not been sustained. But, I think there are some excellent careers on the CTE side that are viable paying careers particularly for underrepresented students. They do not necessarily get the same opportunities I think that a lot of people did when the community colleges first started. And, it is not that I am a CTE person. There is a nursing student that came to see me couple of weeks ago, he came here in 2008, he is an ex offender, he was really kind of gang banger, he went to the predominantly Black Institution Grant Program, and he learned how to become a college student, he learned how to study, because of the services that we are nurturing and understanding. He got his record expunged, he graduated from the community college, he transferred and he got his BSN, and he came back and saw me and he said Dr. Moffatt “I now make a 106, 000 a year and I have a mortgage and you know my kids”. You know, and he says “I did not know that 106,000 only actually translate in only 70, 000 that are actually get”. And the thing was that he started in 2008, and this is 2014, so he went from. So this is what I am talking about these types of CTE. He still transferred but he transferred in a viable career.

I think community colleges are perfectly situated to address the gap between, on the one hand our mission which is to transfer and for students who would like to
go to 4 year institutions, we are cost efficient, and we are readily accessible, and, we have our policy has changed to direct us with AB [Assembly Bill] 1440 and 1456 which says that you have to a common transfer curriculum and CSUs you have to accept it. That was a law that mandated that we do that, this is what I mean about the federal and the state having influence. So on one hand, the policy made us, it didn't make us, it really made the CSUs, we really tried to do that, it made 112 colleges in CA “get into the same sheet of music”. And UCs, CSUs, more so CSUs than UCs, if they all get into the same sheet of music and you accept it from one you are accepting it from all. We are uniquely qualified to be able to be successful when they do transfer for those students who need a little extra to raise that GPA, to be ready to be prepared when they transfer.

The other mission is to really be economic engine for our local communities with our CTE programs. Not everyone needs a four year degree. There are some very high paying technical jobs, in bio tech and technology. They now call it ECT, which is, I think I got it right, which is, CET: Communications, Electronics and Technology, so that includes the engineering, the communications, the marketing, and the technology skills. You do not need a four year degree. You do not really need that. So, that is our other thing, is to be an economic engine for our local businesses, so if they need a particular skill, or if there is a burgeoning economy for something that right now it is not training, working with them to develop that training, creating the skills or enhancing the skills even creating the curriculum so that we can continue to support that economic development.

The other mission is to help our citizenry become more democratic, to learn those basic skills that we think that everybody should have, those reading, writing, and computational skills. These are the missions of community colleges. It is not the emission of CSUs. It is not the emission of UCs. The fours year kind of CUS are for teachers' colleges, industrial technology, civil engineers, for people who might want to go into teaching with liberal arts, they were never research institutions, however, now you have research institutions like UC Davis working with CSU Fresno to offer an Ed.D career. Now we have the passage of a Senate Bill that allows community colleges to offer four year degrees. So, there is a blending of that. But our core missions are those three things, and we are uniquely situated to do that

Community colleges; the affordability, such a big difference when students can pay 1500 versus 8000 what would be for CSU or 13 000 for UC or more. So not only helping them with the first two years, but helping them see the financial aid that they can receive, the different grants, because there is a lot of resources here for many of our underserved students but just knowing what they are

I mean we had anywhere I would say between 6 to 8 or 9 students come to our governance committee meeting every time that we met in the Fall, which is unheard off in my experience for any other committee much les ours. In terms of what our role is connecting with students' need and experience and going beyond just the adding that voice, so with

Yeah, that is a great question. I think if I did it again, or, I mean because it is how it is now, and we can shift out of it, and how we are using students is a good way to go for us, but if I could do it again or someone else were going to do it, I would probably do rather than have a full on committee, it would still have to be something where people come together, but what I like to see and I wish we can do better is have members of our committee on every other committee, number one, and so that when people talk about the curriculum it is
always that voice. Because part of our charge is actually to, and in the Strategic Plan one of the things we wrote, how do we make sure, our mission says we honor diversity but how is that represented in the curriculum? So, I do not know how that structure would look like, but what I imagine couple of people form the Multicultural and Diversity Committee and are that voice. Whether is matriculation, professional development, whether that is that those voices are there, so whatever processes come through the school, those voices are addressed. How strong a voice? Of course there

And that is why I think the student part is very important because it is much harder to tune out students, that are telling you who are telling you “hey this is very important to us” .. super powerful too, we actually for our last meeting, we got the president to come to our meeting, after being distant for few meeting, we made sure that students felt like they knew that this was a good time to tell your president what is going on and what your experiences and what you need, and you cannot have just once, but creating those opportunities for students to be in power to share “this is what is happening for me”, “this is what is happening for me” is super powerful and important. But, that is all staff that now I want to research that myself too.

Yeah, one of the things, especially through the research that I just did, I think it is fundamental is that community colleges need to embrace the community part, and that to be connected to the communities. And I looked at that in terms of presidents and chancellors sort of knowing being connected with their communities and what students are experiencing, not only student that are existing students but the potential students too, what is happening for the 9th and 10th graders, or to a person who is a single parent. With kids, or whatever that is knowing with that is happening. So I think that connection to the community is fundamental, and not only to connect with the Chamber of Commerce, but connecting with community based organization, and that is true for as much as possible for any of those campus leaders, and it is not always as easy for someone that is a faculty member to someone that is an administrators. who is already should be there out connecting, and one of the people that I interviewed, that I would work for in a heartbeat if he asked me, he talked about his role, the phrase that I took form him is that he gained this citizenship in this community that is not part of his ethnic background, but he really dedicated himself to get to know the issues and supporting these issues and he felt is that this is what took for him to be a good representative…. This is what it took for him to be a good representative, to gain citizenship in that community, how could they possibly know what folks are experiencing if he is not interacting on many different ways and really working on those issues.
### APPENDIX E

**Funding as a Barrier: Data**

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<th>Text</th>
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<td>First, I would agree with the supposition that role of the community colleges, you know, almost had a cooling out period. They were, I wrote a paper on this a long time ago, I do not have it with me. Community colleges are really extensions of high schools by their charter, and as such they adopted much the same framework. About how they put people in a certain type of career and /or education trajectory buckets so they predetermine in whatever biases that they were people should go. So if you are good working with hands you are going with the trades and that's your only destiny, never higher education, never transfer to four years, public or private. So that model has always been challenged, but now is beginning to be broken up. Part of that is Student Success Act is really talking about completion not just access. But you are right; part of the conversation that needs to happen now regarding the workforce development is again. I see for example well intended individuals who are really promoting jobs versus careers, and much of the folks that are promoting this is because there is money and sometimes there is a perverse incentive.</td>
<td>Criticism of current trends</td>
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<td>I think it is, but it's how the people are geared to go college, and how the community colleges can have a broader role rather than chase the money in terms of workforce development.</td>
<td>Situated</td>
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<td>Everybody I see in the workforce development conferences don't look like people of color, and so again I get that extenuation of high school where folks are dictating the career path to folks because there is money and you are trying to satisfy this perverse need over here versus what is best for the student. And that best for the student can be multiple options.</td>
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<td>o you have to hold people accountable when giving the money. What's going to be the outcome of your contribution, what are you expecting, well, we want to train workforce. Okay fine, but what is going to do in terms of helping the local community and also the community colleges from which these students come. I just had a conversation with a private four year institution that wants to have a partnership with us, for them clearly they are trying to figure out how they grow their enrollment. So my response to them was so why should we participate. What's going to be in it for our students other than them come into us, moving to you and getting a degree? Unless there is some kind of buy back or payback for the community. Are you going to be setting up for example a Clinical Center in our community that we can co-own and operate to serve the community? So you have to go after multiple streams of money, but. we have to be careful about their motivation for giving those funds, we need make sure that there is a commitment that there is a commitment and responsibility back to the institution and community that that institution serves. Otherwise we delegitimize our role as community colleges, because the community colleges are really the people's college. Unless the community colleges are able to turn that money back to the communities</td>
<td>(overlaps Collaboration) Criticism of current trends</td>
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to find new sources of options for our students and the communities in which they reside then we are becoming just a factory and a feeder for the postsecondary, CSU, UC and/or corporate enterprises. So we got to change that model.

The limit of scalability is the economics of scalability. I think there is going to be some resistance, but I think what we are finding is that even those who maybe on principle would have resisted, now know it is an issue of self-preservation, that if community colleges can't figure out how to be successful with students of color or marginalized populations, the need for community colleges is going to disappear. Or we can retreat to become junior colleges but that would assure the scaling back of CSUs and UCs. Both of them if you look at the politics of them, have more leverage than community colleges. We may be cheaper, but we do not have the political levers they have.

Situated

Community college are unique in the California configuration, the availability, accessibility of community colleges, the number, the number of students that we serve, this is my primary reference point. And I have to confess ignorance about systems outside of California, to the extent that I do not understand the same way that I understand California. In California, we are I think the bridge to maintaining a middle class. We know that students with only a high school degree will really suffer in an economy that is based in on skills and knowledge. We know that students of color are more likely to be passing through schools that are underperforming, especially in math/sciences and some of the leading areas of the economy. It's a huge hole to fill, but I think we are trying, we may be the only organization filling that hole, the transitioning of students, and that is not to say that we do not get greatly prepared students who come to us also, and we also get students what could have gotten straight to a four year school, we get students that are not economically challenged, by in large I think the real success of the organization as a whole will be can you take the student who is underserved and who may be under resourced and can we do a Herculean task of bringing them to preparedness for degrees/certificate and transfer. And maybe it does not happen in the first visit with us, in fact maybe they are a failure in the first visit with us, but somehow even if they are failure with us, we will be the organization where they would turn to, if it is not even if incarceration or public welfare.

Situated

Definitely support. We are severely under staffed; that is one of the things that I have noticed specifically at Silver Line [name change for confidentiality reasons]. We are severely understaffed. I will give you an example. Where I was it was a college that had between 11 hundred to 12 hundred students, somewhere around there. It was myself as the director of Admission; I had a coordinator; I had an evaluator; I had two A&R IIs and one A&R I; so that was a total of six, plus we had three hourly people. And oh also, in addition we had two student workers, so about ten people, that we had working there. If you look at our population here, let's select River College for example, who would be similar to the population we had in terms of numbers, you have in the A&R Office you have a total of four people, significantly less. You do not have the hourly support that certainly I had over there, perhaps of the unions or not, perhaps the other...
college should have not done it, but at that time this is what we were doing, and believe it or not those hourly support and student workers they have helped a lot. Here I do not see that. And when you go to the other colleges, for example at Siena College they have only two persons in A&R. If one is sick you are left only with one that means the operation is down.

So, in looking at that we do not have the structure to offer the services to all incoming students that by regulation we are saying that they are required to go through all these services. So, there is a huge discrepancy in the number of classes we offer, and the number of tests that we have available, and the number of staff that we have to serve the population.

Funds, and definitely, there has to be more personnel available,

I think that it is our mission and the mission of the college is to provide students with opportunities, and certainly opportunities to gain a degree or certificate. In many instances, right now one of the things that are coming up, or something very hot is CTE; CTE programs. CTE programs can lead to a certificate in a relatively short time, which allows students to put in practice what they have learned very quickly. And be able to get a job pretty quick. I understand that the path of education is not for everybody, meaning that not everybody wants to be in school for 8 years and get a degree, and go to another degree. Some people are very happy just getting a certificate and going to work, perhaps, taking classes here and there to keep up with the industry. And that is part of our mission and it is part of the culture of our community colleges. We are so diverse. [DB] And you talked about how money is providing some perverse incentives. From your experience, what resources are needed for community colleges to accomplish that role and provide the right incentives?

No, we are not funded at the sufficient level, for certain we are not. I think in some ways the state is making things as they go along as well. I do not think I am sure that they know. For example the SSSP and the way that the funding is structured, I do not think that it would benefit colleges, until we get into the mode of what we should be doing to keep up with that level of funding. I do not know that we are being funded sufficiently. Would it be better if we were funded under the old formula? Perhaps, in some ways it would probably be better if we funded under the old formula, but then bringing in some sort of accountability.

The way it is right now it may push people to just go after the money. And I will tell you counselors when we did our training, because we did an upgrade in the system, and we changed the codes that they use when they see a student. And part of the assessment that I did prior to the upgrade was to look at what were they doing? What kind of codes are they using? Did we even need anything? And how I came up to this because we did an assessment and looked at the data, there were thousands of codes such as "somebody saw Mary because of"; just a comment, so not tracked at all. Athletes; “Met with the student”. But it was not picked up anywhere, right? So it seemed to me that people had the ability to create a code or a comment without attaching it to “met with student for a plan” or anything like that, and so we were not reporting. And so, that became a huge issue, because I said: “Wait a minute, let's look at our data”. When we looked at our data we looked that the number of SEPs that we reported for the
previous year, so that would have been 11-12 year, I believe, we found out that we reported something like fewer than 500 SEPs for all colleges. And I said “well, okay”. So then, I asked colleges to generate a report from another system to see what the numbers of their respective SEPs were. One college alone had completed 3,000 SEPs. So, our discrepancy in the data, so right now it would not matter but in the future will matter because we would be funded only based on 500 SEPs and we will be hurting. So we went ahead and did the upgrading so that everything would be captured. The system was outdated. No upgrades were done since it was originally we implemented the system in 2007. So, we did the implementation to an upgrade and we created a list of codes that would connect to SSSP. And we did a training and we said that these are the codes that we are going to use.

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First is money.

Yes, at least the classes that they would take would not be a college level class. Because it is not necessary for it to be a college level class. These classes are simply giving them the basic skills so that they can step into college. I am not talking about taking away basic reading and writing, because these classes are preparing you for transfer level college classes. So, this should be for students who have challenges in basic skills. I think it should be an assessment for all students, whether you are college level student already and then you can either be referred to an adult school or you can actually step into college. I think in the long run it will make a student feel better and they will spend less time in community college. But a community college should not only be a transfer but it can be a training ground for students who do not need a four year degree. It has to be upgraded, some of the technical classes that we have or AA degrees that we provide, and they should really be updated to align with the needs of the community and the industry.

First, there is always funding: ongoing permanent funding. Although we receive funds, these funds, really we use the term soft money, at some point they go away. And if this money goes away, and if programs are not institutionalized in terms of general funds, these programs will also go away. This is a major obstacle in terms of having a permanent funding source.

It is crucial. Given the number of students, the low costs and limited spots at the four year colleges' students will come and start here without the resources it's doomed for failure,

The allocation of those resources will also dictate how successful the student would be, you know how the term goes like “follow the money”. For instance, if you have 70% of your students assessing in the Dev. Ed [Developmental Education] and yet you are only investing 20% of your resources in Dev.Ed., then you are not going to change then the conditions that the students have come into the institution. So, in inclusive excellence there is the institution's responsibility in policy, teaching and also resources, then you still have to hold the students accountable based on that relationship and it is also the role of the community, how do you bring in the community in this process, because it is not only just the students and the institution but it is a community involved. And in my opinion that's inclusive excellence, everybody is playing a role, everybody has to take responsibility and accountability based on that, so if we are seeing that we have policy measures that are actually counterproductive. What federal/state governments can do is understand where, and I do not mind holding us accountable, but be fair in the analysis of what we are held accountable to. And that from that point have understanding of how providing support and resources to the community and at the same time holding them accountable after that analysis. But often what we do we get mandate, like the SSSP for instance, it's a mandate for student success, and if we look at historically how SB1456 came about, it was a Student Success Initiative, where a group of individuals went up and down the state, promoting research like Nancy Schulock’ work and everybody else talking about we are not doing really in community colleges and we need
to do something different. That was a position and their recommendations, but they were in my opinion, voyeuristic recommendation because you have research that is prescribing what community colleges should do without evaluating the challenges of community colleges.

But, for example some of the data points that we have right now is saying that Sixty five percent of our colleges are full time, it's pretty good considering, even though it is not seventy five, it's still 65 percent, that's means the other 35 % are part time par time faculty who are running up and down the freeway trying to make a living. We need more full time faculty, full time faculty are structurally expensive, benefits package and everything else adds up to a lot. Where is this money going to come from? Hee???

I think community colleges are capable of being more nimble and more integrative in the short run, because they focus on a particular let's certificate, or degree, or job path. They can change direction more easily than other institutions. It's not easy, because it is going to take a minimum of two years to make anything happen, but it will take longer at another structure. So, I think part of the value of community college structure nationwide is its ability to focus narrowly and yet to be agile enough to able to shift focus when the world tells you it has to change. Like right now there is Amelia computer software who wants your job as an assistant, we do not need that person to do assistant anymore. We need him to do something else so let's find out what is it that you really want to do and how do we find a job that works for you so that we can be successful and we can be successful. We do not need you to do that thing we have a commute we have a computer to do that. That requires an agility, shift quickly, computer technology [slapping fingers to indicate a faster pace] , today we got Amelia, tomorrow we are going to have Hermione, and she would be able to manage twelve times as much as Amelia is going to handle that means that there are twelve fewer people needed to do that thing. What else what would they do. We know that there is a lot of work to be done, if we just spend our time lifting up the world that would be more than enough to do.

I think many times, especially again in the beginning of the program, they are underfunded. So you have faculty and administrators that are already stretched thin, who are expected to do this work, which in my opinion is more than the average load that faculty have to do when you work with these kind of programs, so again you are not able to provide the level of service that some of these programs deserve, because of a lack of funding, whether it would be a lack of release time, or the lack of hours assigned to the program, whether there would be a lack of outside support services, like counseling, tutoring etc.

One of the bottom lines to scalability is always the funding. There is no way around it. You cannot scale a program up unless you have the funding to be able to do so.

think we are actually seeing some movement in the right direction on that. For example, the funding associated with the equity plan. But, I think that is moving in the right direction. But, I think from a policy and funding level, we need to take a look at how we are funding the system of higher education.
Right now, if I have to ask, and I ask students all the time, because it is a very common sense question and response. If I ask my student: “Who do you feel needs the most support a student that is at a community college or a student that is currently at a UC”. Ninety nine percent of them would say “Oh, a student that is in a community college”. “They have more issues to navigate and deal with as opposed to a student at a UC”. But yet, the way we fund the institutions of higher education just flip those around. We provide much more funding revenues and support to our UCs and our CSUs than we do in community colleges, even though, I think it is pretty straight forward that community colleges students need more support. That is in itself is problematic. How do you go about changing that at the policy level? I do not know, that is not my area of expertise, but I do feel comfortable that this is one area that we have to at least farther examine.

I think it is common sense, and it is to me unbelievable that we do not recognize how vital community colleges are to our nation, to our competitiveness. Most of our students of color start at a community colleges. And when you have populations like the Latino population in the state of California, with the tremendous growth in the population, and yet we are not serving the Latino population adequately in the education system it makes sense that we are losing our educational competitiveness, and we are seeing incarceration rate and all of that. The straight forward answer would be to change our funding formula, like give more funding to community colleges. But this is an easy answer to give. To folks like you and I, it is like it “makes sense”, “okay, how do you not fund the community colleges at a higher rate when it is in front of us how vital community colleges are to our educational system?”

Well, I am not overly knowledgeable about community colleges in other states. As an example, just to list it as an example, I grew up in Ohio and it was not community colleges per se, but there might be a few today, but what was more off were branch campuses of an university, and you could go to a branch campus for two years typically within driving distance for a lot of students, and then go to the main campus for the final two years, not only to get you connected but also to help financially. So, in terms of community colleges, I am more knowledgeable obviously about California, and I understand the methodology. I do not agree with everything in that exists today in a variety of ways, but I agree with having community colleges, having a place that is kind within driving distance, walking distance, whatever, so that a student can go to school, still hold a job, still have a family, can be right there, the change is” “I am going to do to college”, and it provides a unique method in my mind for going to college. Another thing that enters my thinking is with this dual enrollment and things that are being talked about providing greater outreach to the high school, and not simply to high achieving students, but to other students, that's why I mentioned Rochelle Perry because her research is on
dual enrollment and what it does for underrepresented students in CA. And it is not necessary to help the student complete the college degree by senior year, but somehow to create a pathway from high school, where they take some courses and begin to see that, there is a reason for math, there is a reason for English, that's not just I am taking the class, I am doing my homework and I am turning it in, but rather it gets related to job skills and things that you are going to use beyond high school and that there is more than high school, also that there is this pathways and by building the pathway with community college, because it is more of them. I is not like a major university having to deal with 110 high schools (I am making that up) that maybe you have five high schools at the local community, so those pathways for students that community college provides in my sense more services than say a university might be providing or a four year school to a student, so that even with the student success thing that you are going to do certain steps. Colleges and universities are not really of that kind of structure in my opinion, and I do think that there are a significant number of students who need that kind of so to speak hand holding, because they did not learn that in high school, again my Pathway thing will help. But, I do think that these kinds of things when you make certain services available to students. You begin to help them understand what it. Means to be in colleges, to success in colleges, what kind of classes, how do you even explore what they might be interested in, and I think we do that well in community colleges. “We have got some methods”, I am saying it as a quote so to speak. that would help you understand what you are really interested in” I think of thing that we got the Career Center where they take these online exams you take these little online exams that ask” have you ever thought about for these reasons?” But there is a different kind of focus at community college to do that sort of thing and then prepare students to go to something bigger, but even in preparing them to go to something bigger to get them the tools to begin know how when they get there to being searching for what does exist there. May be is not somebody that will lead you there, but may be so need to find out is they got some, tutoring center that you would not think that university must have they have got some kind of study groups that you would not think about or that they have got some kind of mentorship program. I think that the community colleges for that reason provide something to students that need to develop certain kind of skill sin addition to the subject matter. That is why I would be back after that cognitive and affective domains, are we reaching out to both and I think good community colleges do they got strategies for how to get to those areas in the students' brain and to provide the linkage. I think there is even some value that community colleges can do to reach out to students and say you need and tell you need to become more involved and become a student leader

Well, I think that community college become the affordable alternative for many families, because higher education costs keep going up, and community colleges, certainly in California, not all over the country, but certainly in California, continues to be an affordable option, and not only is affordable but the quality of education is as good if not better than you get in a four year institution. It is said that, let see if I get my statistics
right, 60% of graduates of CSUs come from community college, so they become more successful in the four year institution after having experienced community colleges.

| So, I think the role of community colleges, is what I just said, but is also a moving of foot of community colleges to offer baccalaureate degrees, and that is probably a future in that, although there has been some resistance from state universities [CSUs] and UC system, but I think is an idea that if it proves successful at the pilot stage, you will probably see more proliferation of bachelor degrees in community colleges, which is not a bad thing, because all that is, is more education, and the more education that we can provide people, better equipped they are not to only be employed but to participate in the society out there as educated and intelligent human being and citizens. | (overlaps Political) Situated |

| You see, I think we need more human resource, of course that means, dollars quite frankly. But, we need more human resource to support our students. In this district [name mentioned, but deleted for confidentiality reasons], we have several colleges and none of the colleges have enough faculty, enough staff, or enough administrators, which means that the people we have are spread thin. And, they are not doing the best job they can, because they are trying to do too much, so I think that the fundamental resource that we need here, at all levels of organization is human and personnel, not just faculty, certainly not just administrators, not just classified, but all of that. We need more people to support our students and right now we do not have that. That is why sometimes our students do not get served, because the people who should be serving them are busy serving others, I guess. It is just not enough, we do not have enough human power to serve our students. | Funding |

| I am a firm believer in the community college mission of open access, but I see it closing from its original mission. | Situated |

| We are the key, because we serve the greatest number of students who would be considered underserved students in the United States, who want to attain a higher education, who if we did not exist or have the mission that we do have of open access, their opportunity to higher education would be blocked. So, I think is key. And the other thing is to me, when community colleges first came around in the 60s, when the district really started popping up, we used to have the part of the mission, we had a more balanced transfer as well as CTE perspective, and the CTE perspective kind of went way and it has not been sustained. But, I think there are some excellent careers on the CTE side that are viable paying careers particularly for underrepresented students. They do not necessarily get the same opportunities I think that a lot of people did when the community colleges first started. And, it is not that I am a CTE person. There is a nursing student that came to see me couple of weeks ago, he came here in 2008, he is an ex offender, he was really kind of gang banger, he went to the predominantly Black Institution Grant Program, and he learned how to become a college student, he learned how to study, because of the services that we are nurturing and understanding. He got his record expunged, he graduated from the community college, he transferred and he got his BSN, and he came back and saw me and he said | Situated |
Dr. Moffatt “I now make a 106,000 a year and I have a mortgage and you know my kids”. You know, and he says “I did not know that 106,000 only actually translate in only 70,000 that are actually get”. And the thing was that he started in 2008, and this is 2014, so he went from. So this is what I am talking about these types of CTE. He still transferred but he transferred in a viable career.

I think community colleges are perfectly situated to address the gap between, on the one hand our mission which is to transfer and for students who would like to go to 4 year institutions, we are cost efficient, and we are readily accessible, and, we have our policy has changed to direct us with AB [Assembly Bill] 1440 and 1456 which says that you have to a common transfer curriculum and CSUs you have to accept it. That was a law that mandated that we do that, this is what I mean about the federal and the state having influence. So on one hand, the policy made us, it didn't make us, it really made the CSUs, we really tried to do that, it made 112 colleges in CA “get into the same sheet of music”. And UCs, CSUs, more so CSUs than UCs, if they all get into the same sheet of music and you accept it from one you are accepting it from all. We are uniquely qualified to be able to be successful when they do transfer for those students who need a little extra to raise that GPA, to be ready to be prepared when they transfer.

The other mission is to really be economic engine for our local communities with our CTE programs. Not everyone needs a four year degree. There are some very high paying technical jobs, in bio tech and technology. They now call it ECT, which is, I think I got it right, which is, CET: Communications, Electronics and Technology, so that includes the engineering, the communications, the marketing, and the technology skills. You do not need a four year degree. You do not really need that. So, that is our other thing, is to be an economic engine for our local businesses, so if they need a particular skill, or if there is a burgeoning economy for something that right now it is not training, working with them to develop that training, creating the skills or enhancing the skills even creating the curriculum so that we can continue to support that economic development.

The other mission it so help our citizenry become more democratic, to learn those basic skills that we think that everybody should have, those reading, writing, and computational skills. These are the missions of community colleges. It is not the emission of CSUs. It is not the emission of UCs. The fours year kind of CUS are for teachers' colleges, industrial technology, civil engineers, for people who might want to go into teaching with liberal arts, they were never research institutions, however, now you have research institutions like UC Davis working with CSU Fresno to offer an Ed.D career. Now we have the passage of a Senate Bill that allows community colleges to offer four year degrees. So, there is a blending of that. But our core missions are those three things, and we are uniquely situated to do that.

Community colleges; the affordability, such a big difference when students can pay 1500 versus 8000 what would be for CSU or 13 thousand for UC or more. So not only helping them with the first two years, but helping them see the financial aid that they can receive, the different grants,
because there is a lot of resources here for many of our underserved students but just knowing what they are

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<td>Yeah, one of the things, especially through the research that I just did, I think it is fundamental is that community colleges need to embrace the community part, and that to be connected to the communities. And I looked at that in terms of presidents and chancellors sort of knowing being connected with their communities and what students are experiencing, not only student that are existing students but the potential students too, what is happening for the 9th and 10th graders, or to a person who is a single parent. With kids, or whatever that is knowing with that is happening. So I think that connection to the community is fundamental, and not only to connect with the Chamber of Commerce, but connecting with community based organization, and that is true for as much as possible for any of those campus leaders, and it is not always as easy for someone that is a faculty member to some one that is an administrators. who is already should be there out connecting, and one of the people that I interviewed, that I would work for in a heartbeat if he asked me, he talked about his role, the phrase that I took from him is that he gained this citizenship in this community that is not part of his ethnic background, but he really dedicated himself to get to know the issues and supporting these issues and he felt is that this is what took for him to be a good representative…. This is what it took for him to be a good representative, to gain citizenship in that community, how could they possibly know what folks are experiencing if he is not interacting on many different ways and really working on those issues.</td>
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<td>Well, money is essential. We put money where we care about. If we care about war, we care about corporations that is where our money goes, we about making sure that they do not have to pay taxes. Put the money where our mouth is. And I think we do that since most of the people do not give a crap about addressing any of this stuff.</td>
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APPENDIX F

Elements of Success: Data

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| Even though everybody agreed with the data that there was a need to support students at various levels to help them achieve academically, there was not the institutional capacity at the beginning for a lot of different reasons. Here is what I saw.                                                                                                               | Data  
Institutional Capacity                                                                                                                                                                                                                                                                                                                                       |
| And secondly, how do you make sure that everybody not only looking at the same data, but arrives at the same conclusions in terms of what the data says, and then what are the strategies that we all can agree on to move forward?                                                                                              | Data                                                                                                                                                                                                                                                                                           |
| So how are you going to align these two initiatives that had basically similar goals to work together, and I am thinking that it was a challenge. And with me being new having a background in terms of institutional capacity building, I saw my role as kind of being a bridge between the two. So, working at that time with a very capable administrator who wrote the grant, I was just trying to help her with some of the blind spots, because she knew instruction very well, but she did not know as much about student services, so spending time with her, trying not to usurp her authority but also figuring ways that we can work together. | Collaboration  
(overlaps Integration of Ac. and St. Services)                                                                                                                                                                                                                                                                                                               |
| Because there were things in her proposal that required that student services be involved. So really, just trying to set the deliberate process of how to communicate and build trust,                                                                                                                                                                                                                                                     | (overlaps Collaboration)  
Integration of Ac. and St. Services                                                                                                                                                                                                                                                                                                                          |
| The key thing that you are going to hear from me is that without trust you have nothing. So, if you are going to scale up anything you have to have that trust established first. So, that's the first one.                                                                                                         | Trust                                                                                                                                                                                                                             |
| The second one, let's rewind and focus on a four year institution. This is when I was able to work with a group of folks both community and campus at University of California campus in Southern California to establish a Saturday Academy, for at that time primarily African Americans, to see if we could get more of those students from the local schools to be eligible to attend the University of California. | Collaboration                                                                                                                                                                                                               |
| What we did there was start with a grassroots effort. The community itself really felt that this was a need. The University felt that this was a need. And I worked very closely with the campus community and also, but probably more, with the local community. One of the things we did exclude and this was the early on lesson that I learned is that we really did not bring K-12 to the table, the administrators, because our hypothesis was that they were part of the problem, and that they were not going to really identify want to work with us to increase the achievement aspirations particularly of African Americans. So we went really with community based organization, Urban League, NAACP, had three community forums and really galvanized that support for and worked directly with parents to get the student to the institutions where they were taking courses on the weekends, every other week, in math and English and critical thinking. | Collaboration  
(includes Communities)                                                                                                                                                                                                                                                                                                                              |
| So we went really with community based organization, Urban League, NAACP, had three community forums and really galvanized that support for and worked directly with parents to get the student to the institutions where they were taking courses on the weekends, every other week, in math and English and critical thinking.                                                                 | Communities                                                                                                                                                                                                                   |
And the beauty of that program was that it grew tremendously from a small pilot program, which I think is really important, I think all the research says that you start with a pilot program, you are really clear in terms of what your expectations are, you share those results, that allows you to scale up.

Working with the university faculty, I dedicated about my time to work with at least three key faculty, these were the key faculty leaders in the campus, I could not reach all of them, but these were the movers and shakers. One was the first was the President of Academic Senate, the other was a Dean of the Education Department, which in the past had notoriously has not been very kind to African Americana and other folks of color in terms of getting them into their educational and doctorate program. And the third one was someone directly out of the Chancellor's office. In this case it was the Chancellor's executive assistant, who was African American, had a child in a local school.

So, I built inroads and those three areas and they in essence really got the word out to the rest of the university community about what we were doing. Every time we had an event we publicized it and we got more and more support. We institutionalized the program about 7 years after it started. And after I have left, because I did not want the program to be based upon a person, more on terms of the structure, so I was really clear who would lead the program after I left. The Chancellor at that time at the university, dedicated scholarships for students who went through the program, graduated from high school and came to the university and they received a scholarship three years a thousand dollar a piece. And then the Chancellor institutionalized it and made it a part of the African Students Program responsibility. So it became institutionalized. So those are two examples in terms of trying to scale up programs.

The last thing too is the documentation of the impact. You can have all the data to... First you got to agree what common elements you have to measure and then have ways both of summative and formative evaluations to get there, and you can present that data. But, if you have not created the desire the interest in what you are doing it does not matter. People are not either going to fund it or they are not going to feel it. So, in addition to gathering the data is important to gather what I call the soft data, people; those are going to be your champions. Who can champion that program? As I mention, in the University down in Southern California, having the Chancellor's assistance to championing the program meant that there was an immediate pipeline to the C

Well, it's having someone or a group of individuals with a vision and I will hark it back to that effort that were both campus and community focused. It was important for the university to be perceived as a partner, not someone dictating of what was going to be done and the community feeling like they actually had a role to play. Another piece that is critical, that are lessons learned that I now replicate in other places, is designing a program for students that really makes sense. What this means is conducting focus groups for the students in the beginning and during. We designed this program for you, does it make sense, and is it what you need? Students will tell you that this is not what we need. Let's me tell you an example that will make it crystal clear.

So, we asked the students what we were doing wrong. Well, the students told us number one, where you are holding the program in the portables is not a good place, and I asked why. Well, the portables are places where people go for detention, so they are not going to go there. Number two your schedule conflicts
with basketball and AP classes, okay. And I said okay we can change that. And the third thing what you are calling this does not make change, it's good information, but nobody one wants to go to Financial Literacy Academy, what does that mean, it sounds too academic. And the last thing is that all your pictures, everything all you have announced in the program, all your staff photo, these are not students that go to this school.

If you are designing those things for people that you are intending to serve ask them first. That's important.

Number one, it requires someone who can articulate and crystallize the vision, in such a way that people would want to participate.

Two, is creating the conditions for them to participate, either by providing the release time or opportunities to enhance their scholarship.

And number three, keeping everybody focused on the mission, coming back to that, because you get distracted on so many things, you know, and you can go off in a tangent, but keeping everybody really focused.

And the only way I know how to do that is that you have to continually inspire people that the work they are doing is going to have dividends and is tied to their role whatever their role is.

So, a person has to say: in your role as a professional classified person here is why your involvement is necessary for that student, for this program, and why we need you. People cannot be compelled to be excellent and to be inspired and you motivate people by the inspiration. And that's not necessary always the person “leading the charge”. The inspiration can come from students.

In fact, they are the better messengers for inspiration, when you hear their testimony, or when they say they are thankful or that they like to see these things, that's gold, and all you do as an institutional leader, whatever your role is, is to reinforce that, come back to that and keeping everybody together.

In fact, they are the better messengers for inspiration, when you hear their testimony, or when they say they are thankful or that they like to see these things, that's gold, and all you do as an institutional leader, whatever your role is, is to reinforce that, come back to that and keeping everybody together.

Why do people volunteer? Why do the parents keep showing up? Why do the volunteers, people not on my staff, are there every other Saturday for three and 1/2 or four hours? Why do the community people who give their time to help the students to put together their own newspaper or volunteer in terms of their arts, why are they are doing that? What is in it for them? There is a responsive cord that runs through all of us, and everybody wants to participate. They just got to find a place for them in which they get to share their talents. Everyone wants to share their talents. But you have to create a place to make that happen.

Okay. First thing I do, and this is just my own leadership philosophy, I work with those phantom leaders. And a lot of times they may be quiet or they may be doing the research, but there are the ones that are going to champion this. Their qualities are characteristics of a phantom captain. This is someone who can submerge their ego for the good of the whole. It is very important. They are almost unencumbered by political ego. The second thing is someone that you can trust, almost trust with your life, they will keep their word, and they will do their work, and the work can include talking to others, convincing others in places that I cannot go, to lower the resistance to change, because that person is not going to hear me because I wear the suit of an administrator, or I come from a different background. These are the agents that kind of work together, not clandestinely,
but you know, they are not always the ones out front but they are definitely leaders in their own right. I try to involve as many people around the table.  

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<th>I try to involve as many people around the table. My grandfather told me, and I am sure this is a saying that other people have heard, even a broken clock is right twice a day. So even from folks that they do not expect I want to hear what they are thinking.</th>
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I try to involve as many people around the table. My grandfather told me, and I am sure this is a saying that other people have heard, even a broken clock is right twice a day. So even from folks that they do not expect I want to hear what they are thinking. Whether they are for or against a particular program, let's say like the Brotherhood program, people have strong fuse one way or the other. I want to let them know that I am listening to them, I might not take their views or opinions forward but they know that I can listen. You build the institutional capacity to lower that resistance to change.  

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<th>They always have strings attached, and one because they are the stewards of public money, and I get that. They can help to supplement not supplant; they should not be the only source of revenue. When you have any single source that is your primarily or only revenue, that is the recipe for disaster, because you need multiple streams of money. But in terms of the federal and the state, they can support and you can support what they are trying to do, based upon the policies which dictate what happens on the ground.</th>
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So for example, I was on the state advisory committee for African Americans and they were looking at a number of issues, some of them are almost sacrosanct, okay, like suspension rate of African American Latino young men. And I said we needed first a policy and then a strategy, i.e. program to address that. And so, by aligning those things accordingly we were able to come up with some interventions programs, number one, training of teachers, number two, more access to either the classroom or the schools by parents, involving parents. All organizations are pattern maintenance. That is that they like to maintain the status quo, that's just how they are built. So you got to find where the onramps to those institutions, the true onramps. So the state can be helpful not only in terms of creating advisory boards but also going out in listening tours and listening to the community.  

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<th>o that they really understand that the policies that they are creating what impacts are going to have on the ground. Again, that's what parents, informed educators; students can have the most impact. We really do not give much credence to the fact that students have a lot of power and authority. Here is one of the things that I think it can be helpful as part of a state or federal government listening tour.</th>
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First, I would agree with the supposition that role of the community colleges, you know, almost had a cooling out period. They were, I wrote a paper on this a long time ago, I do not have it with me. Community colleges are really extensions of high schools by their charter, and as such they adopted much the same framework. About how they put people in a certain type of career and/or education trajectory buckets so they predetermine in whatever biases that they were people should go. So if you are good working with hands you are going with the trades and that's your only destiny, never higher education, never transfer to four years, public or private. So that model has always been challenged, but now is beginning to be broken up. Part of that is Student Success Act is really talking about completion not just access. But you are right; part of the conversation that needs to happen now regarding the workforce development | Criticism of current trends |
is again. I see for example well intended individuals who are really promoting jobs versus careers, and much of the folks that are promoting this is because there is money and sometimes there is a perverse incentive.

I think it is, but it's how the people are geared to go college, and how the community colleges can have a broader role rather than chase the money in terms of workforce development.

think it is, but it's how the people are geared to go college, and how the community colleges can have a broader role rather than chase the money in terms of workforce development.

Everybody I see in the workforce development conferences don't look like people of color, and so again I get that extenuation of high school where folks are dictating the career path to folks because there is money and you are trying to satisfy this perverse need over here versus what is best for the student. And that best for the student can be multiple options.

Here is the thing. Because everybody when they give money they have something in mind. If you have to go to let's say the corporate side of the country. They have some vested interests. They are obviously looking for trained workforce, and there is nothing wrong with that, but you got to balance that in terms of what are the needs of communities. So you have to hold people accountable when giving the money. What's going to be the outcome of your contribution, what are you expecting, well, we want to train workforce. Okay fine, but what is going to do in terms of helping the local community and also the community colleges from which these students come.

So you have to hold people accountable when giving the money. What's going to be the outcome of your contribution, what are you expecting, well, we want to train workforce. Okay fine, but what is going to do in terms of helping the local community and also the community colleges from which these students come. I just had a conversation with a private four year institution that wants to have a partnership with us, for them clearly they are trying to figure out how they grow their enrollment. So my response to them was so why should we participate. What's going to be in it for our students other than them come into us, moving to you and getting a degree? Unless there is some kind of buy back or payback for the community. Are you going to be setting up for example a Clinical Center in our community that we can co-own and operate to serve the community? So you have to go after multiple streams of money, but. we have to be careful about their motivation for giving those funds, we need make sure that there is a commitment that there is a commitment and responsibility back to the institution and community that that institution serves. Otherwise we delegitimize our role as community colleges, because the community colleges are really the people's college. Unless the community colleges are able to turn that money back to the communities to find new sources of options for our students and the communities in which they reside then we are becoming just a factory and a feeder for the postsecondary, CSU, UC and/or corporate enterprises. So we got to change that model.

And so we started that program taking the politically well situated faculty who wanted to do the program

So you have to start to learn what are the main documents within the organization the bylaws of the College Council, Senate Bylaws, is it Board Policy, and is it Program review forms? We codify in the culture what we think are really important concepts and language, and we have to either redefine that...
language and talk about how these concepts of equity, student achievement, institutional preference for those who are struggling are consistent with our language or we have to bring in new language and work it through the processes and get it established in our mission statement, in our program reviews, and it is kind of long boring work in some cases and I think for activists, and I do not blame them when they are saying "Are you going to do something?" But, I do believe what happens is that if you get that language firmly rooted into key documents you can create kind of long term work into that area so that you do not have to constantly battle why is important for the organization. I think that changing the institution's organizational processes and cultural documents to reflect the work, or create space for the work it has been important, and I think it is a barrier when you do not have it. The language is all residing in the leader's mouth, the leader leaves, that language now has to find other speakers, but if you have that languages embedded conceptually in the organization, the next generation of leader just kind of pulls it off the shelf.

Well, the work that we haven't done yet, I think is figure out how to make this work part of every job description and set of duties. And so, in some ways while this is the work of the organization, especially when you look at the demographics of students who are coming to us, we act as if it is additional work.

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The limit of scalability is the economics of scalability. I think there is going to be some resistance, but I think what we are finding is that even those who maybe on principle would have resisted, now know it is an issue of self-preservation, that if community colleges can't figure out how to be successful with students of color or marginalized populations, the need for community colleges is going to disappear. Or we can retreat to become junior colleges but that would assure the scaling back of CSUs and UCs. Both of them if you look at the politics of them, have more leverage than community colleges. We may be cheaper, but we do not have the political levers they have.

And then, how do you develop the organization into that understanding is really a challenge, is it through the professional development,

And then, how do you develop the organization into that understanding is really a challenge, is it through the professional development, is it through critical hiring, is it through manipulating the decision making processes in a way that there are rewards and penalties for ignoring this work and getting enough people to accept it that it does not look as it is a presidential fiat.

When she took over that organization she committed to making sure that the student success funding did not ignore the issues of equity, race, if you would want to use the student deficit model, the achievement gap or if you reverse it, the institutional failure that we had with certain population, and I think single handedly got equity money. Now, is it going to continue to exist, would be interesting to see. I think the state and the fed continue to really have problematic discourse on race, and I know race it is not the only issue, but it is a primary issue. I think you cannot talk about equity and achievement and student success in community colleges if you cannot talk about the race.

Community college are unique in the California configuration, the availability, accessibility of community colleges, the number, the number of students that we serve, this is my primary reference point. And I have to confess ignorance about systems outside of California, to the extent that I do not understand the same way that I understand California. In California, we are I think the bridge to

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maintaining a middle class. We know that students with only a high school degree will really suffer in an economy that is based in on skills and knowledge. We know that students of color are more likely to be passing through schools that are underperforming, especially in math/sciences and some of the leading areas of the economy. It’s a huge hole to fill, but I think we are trying, we may be the only organization filling that hole, the transitioning of students, and that is not to say that we do not get greatly prepared students who come to us also, and we also get students what could have gotten straight to a four year school, we get students that are not economically challenged, by in large I think the real success of the organization as a whole will be can you take the student who is underserved and who may be under resourced and can we do a Herculean task of bringing them to preparedness for degrees/certificate and transfer. And maybe it does not happen in the first visit with us, in fact maybe they are failure in the first visit with us, but somehow even if they are failure with us, we will be the organization where they would turn to., if it is not even if incarceration or public welfare. So whether it is on their first, second, third time, we are going to be the organization of impact, and I think it is very critical for us. And I think for this college, uniquely the challenge has been that

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<td>And then I think the state has got to mandate and figure out how to get in the mix between CSUS, community colleges and UCs. Their dollars have got to create some forced relationships. In most cases I do not like the forced relationships, but systems that are funded by the same taxpayers, we should force a relationship. UC ought to be taking a certain of our students every your, not only when they need us, but always. CSU the same way and all of us should be talking about how are we valuing students who are the best performers in their own high schools and start to level the fact that every high school is not the somehow navigated a particular culture, a particular curriculum, a particular set of</td>
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challenges and has risen to the top. How do we recognize what those skills and
talents in that variety of students? So that the best performing student at Bellagio
School (a low performing school) and the Melrose School (a high performing
high school) somehow are seen not just by only SAT scores, SET scores by also
by the virtue of the fact that they have risen to leadership and high performance
in their particular culture milieu, and then we have the obligation to figure out
what are the cross skills that they need to learn. I think there was a bill at one
point when they were talking about taking the top 5% of every high school. We will s

This is another thing that I am also advocating with SSSP, because if in looking
at the number of classes, let's say one of the colleges is offering classes, they
offer, let's say five class times, five classes times 30 student, 150 students, when
the new incoming population for that college is about 25 hundred. We are not
even hitting 10% of the new population. So, what is happening with the other
ones?

So, in looking at that we do not have the structure to offer the services to all
incoming students that by regulation we are saying that they are required to go
through all these services. So, there is a huge discrepancy in the number of
classes we offer, and the number of tests that we have available, and the number
of staff that we have to serve the population.

here has to be an understanding of what is the ratio of students to staff let's say.
And I do not think that there is 1) there has not been an analysis to show this type
of information, and two; I do not know that they have an understanding of the
capabilities of services that are needed versus what they have to offer. I am not
sure how to address this. It is a huge hurdle to bring these people around. I have
mentioned that in the cabinet. Now, I am attending cabinet meetings, which is
helpful, because I think, and not in any disrespectful way or anything, they have
a view of 30,000 foot view way up there, and because of the circumstances here,
I am forced to be in the, sort of in the trenches in and out, and so I am very aware
of the things that are going on with the campuses and the students and how the
students are affected by not having these services in place. And I do not think a
President; let's say for example, had the idea of what is going on.

By you joining the state you will be widening your services. Because again, I do
not know how many colleges right now are using the e-tran. And right now they
are giving an incentive, if you implement all the areas that are telling you, and it
is very detailed, you get up to 25, 500 per college. And I was telling them, prior
to you walking here, I was telling my colleagues here that we have the ability to
get $110,000. If you tell me that we cannot implement the system with $110,
000, now, come on! But the kicker is that we have to have to apply for that grant
and it has to be within the next couple of months in order to receive the funding.
It is limited funding for this particular e-tran. It is only $660,000. So again, we
have the option to apply and get that money, and have a system that is working,
which will increase the number of partners that we have, and really pushed the
ability for students to send the transcripts electronically, which cuts down in
staffing, paper, mailing, errors and the ability to get the transcript there within 2
minutes.

I myself do not want to fight it, because I do not see a point in fighting it, I see it
as a benefit to the student.

As far as the federal funding, we certainly have not had as many initiatives as
with the state, but where I see that going in terms of the main effect that would
be with financial aid. They are looking at these items, such as the BOG recipients, or not only the BOG recipients, but the students who receive financial aid they are going to be held to a certain standards, and it will be more stringent that there is right now, but it is all part of being aligned with SSSP, and getting people to really come to college, get a degree and go get a job, you know, not being the perpetual students, being here for 10 years and not having a degree.

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issue, because I said: “Wait a minute, let's look at our data”. When we looked at our data we looked that the number of SEPs that we reported for the previous year, so that would have been 11-12 year, I believe, we found out that we reported something like fewer than 500 SEPs for all colleges. And I said “well, okay”. So then, I asked colleges to generate a report from another system to see what the numbers of their respective SEPs were. One college alone had completed 3,000 SEPs. So, our discrepancy in the data, so right now it would not matter but in the future will matter because we would be funded only based on 500 SEPs and we will be hurting. So we went ahead and did the upgrading so that everything would be captured. The system was outdated. No upgrades were done since it was originally we implemented the system in 2007. So, we did the implementation to an upgrade and we created a list of codes that would connect to SSSP. And we did a training and we said that these are the codes that we are going to use. Yes, they sure they can write comments, but they have to select the codes. What I was getting at is that in some ways the conversation became about “Oh, wait a minute, if this is about funding, how can we? And it ended up being “select as many codes as we need”. So, in some ways it becomes like “let's maximize the reporting”. But let's think about the student, really. How are we helping the student? You know. But in some ways it becomes that, when we frantically trying to make sure we get enough funding. Make sure you select it, make sure you do this and that. And in the end, we lose touch with what is going on with the students and the issue of how this helps the students. In some ways we lose touch with the student.

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<th>Do a pilot, start with a couple of hundreds of students, and then increase it, and in some ways have the coordination, it almost sounds like it would have to be coordinated at the district level, you know, with direct oversight by the district. Because, again, because of my experience with SSSP, and how each college went into their own directions. Definitely, it has to be buy-in from all of the parties, or at least the key people who are the ones who make the decisions and allocate funding, because once you have those people in place, then they can delegate to others, and that would be helpful.</th>
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Criticism of current trends

I think the new generation of students study very differently from the previous generation. Technology is a big part... Sometimes I think you have to mix the old classical ways of doing things with the new ways of doing things. I am learning now that a lot students communicating through Facebook. And my tutors are young, so I give them a project which they are getting paid for, and they are given the freedom to use their imagination and to assist us creating a Facebook account to help us connect with students. Also we are thinking that maybe next time attaching some of our programs to Twitter, or Instagram or other programs, so we can text a student regarding their appointments. My tutors are really imaginative and knowledgeable in linking our website and services to students. I am trying to listen to my tutors so that they will let me know what the best way to communicate with students is. So if I can tap into that and if I can create opportunities for the school to reach students in any way that we can ensure that services will be better accessed.

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<th>Second, it is really necessary for us to hire student workers, because the student workers are the people that are attending the school and you will learn a lot about what is going on at the school by listening to the things that they are doing. Not only are you recycling the money at the school by giving them funds to support themselves, but it also is helping you learn a lot of what is going at the school by</th>
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Including students

| Students |
listening to students, but this is the population that you actually serve. For me I depend so much, because of the lack of classified staffing nowadays. So, I depend on them a lot.

The more educated they are, the smarter they will become and the school will be much smarter for that too.

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<th>Yes, at least the classes that they would take would not be a college level class. Because it is not necessary for it to be a college level class. These classes are simply giving them the basic skills so that they can step into college. I am not talking about taking away basic reading and writing, because these classes are preparing you for transfer level college classes. So, this should be for students who have challenges in basic skills. I think it should be an assessment for all students, whether you are college level student already and then you can either be referred to an adult school or you can actually step into college. I think in the long run it will make a student feel better and they will spend less time in community college. But a community college should not only be a transfer but it can be a training ground for students who do not need a four year degree. It has to be upgraded, some of the technical classes that we have or AA degrees that we provide, and they should really be updated to align with the needs of the community and the industry.</th>
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| I think especially if you talk about equity, what I have noticed is that ESL students are the forgotten students, I believe. If you are reaching equity, their parents are the ones who are in the ESL programs, so if you catch the parents most likely that not you will catch their children. So you actually are starting at the beginning, because if the parents will not pursue higher education, at least they will tell the children to attend college, because you have introduced the college to the parents. |
| Intentional |

| I think people need to learn to focus on ESL students are the students that need the education the most and are the most eager to attend college because they need it the most and they are eager because of the American dream and at the same token the ESL students’ parents are the low income, less represented, these are the students that we are trying to reach, reaching the parents really means reaching their children. Instead of starting at the middle you start at the basic and you capture all of that and increase the success rate of first generation students, I believe. |
| Political |

| Another obstacle is appropriate staff development. We have excellent instructors, however, many of whom are not prepared to deal with the student of today, and we need more training, more teacher training in creating more student focused classrooms, and different strategies to reach our different student population, our diverse student population, strategies what will that take into a factor race/ethnicity, gender and income. |
| (within Professional Development) Effective Meaningful prof. dev |

| more teacher training in creating more student focused classrooms, and different strategies to reach our different student population, our diverse student population, strategies what will that take into a factor race/ethnicity, gender and income. |
| (within Professional Development) Intentional |

| First of all the funding, it has to be part of the general fund. And also too it needs to be connected to the colleges; they cannot operate out of their own silos. They |
| Political |
get to be the majority of disciplines and departments and considered to be a part of extension of these areas. Also, too, another point, yes, it is connecting it college wide.

Not necessarily the development of these programs, but the ongoing, the continuation of these programs, they need to have support from all the departments. Faculty support in terms of working with our students. Also, too making the college and the student body more aware of these programs and the college more aware of these programs

Create a Student Success Squad

Our hiring process

Create a Student Success Squad

First chunk: the hiring process. In terms of the hiring of faculty, I would say no, because students are not included in the hiring process. At many four year colleges, when they hire a new faculty member, the potential candidates are asked to present a lesson in front of student body. There will be some logistical issues in doing it in community colleges, but I believe it can be done. That way, number one, students should be part of the hiring committee, and the candidates should actually do a demonstration in front of all campus community especially student body. That is one strategy that I would use.

Hiring

In terms of the faculty that already are here we need ongoing training and it should not always have to be voluntary so we will have to come up with strategies that would address that. And I think there are ways to do it and I think that many people are open to this. Along with that, how do we bring our part time faculty into this professional development, because we have a lot of part time faculty. State wide we rely heavily on part time faculty, and I know that they are teaching in different institutions, but whatever institution that they are teaching that have to contribute to student success and we have to address it and it should be a part of any sort of signed contract, that if signed, they agree to participate in ongoing faculty development

Effective Meaningful prof. dev (includes parttimefaculty)

It is crucial. Given the number of students, the low costs and limited spots at the four year colleges' students will come and start here

Situated

We need more full time faculty. One, the most crucial.

Hiring

We need better technological infrastructure to keep up with the changes in technology and also the funding to go along with it to keep up with the changes in equipment. We also need to update our facilities; we need more I guess in this right alley, more smart classrooms, more technologically enhanced classrooms.

Structure/tech

Given their role, they need to know what their scope of authority and their rights and to make a decision. You cannot always have everyone on the same pace. Part of being a leader, a faculty or an administrator leader, is doing the right thing.

Leaders

I would say that in about 2003-2004, we started to work with California Tomorrow who identified our college as one of their institutions. So they wanted to use their grant to support us in developing our conciseness about equity initiatives, and shortly after that came the birth of the Basic Skills Initiative as you know in California Community Colleges. We had resources to use, and with the technical support that we were getting from California Tomorrow, we also developed what we called the Institutional Development for Equity and Access (IDEA). IDEA became the think tank, if you will, for the institution around equity initiatives, and timely with Basic Skills coming we were able to use some of our resources in that Basic Skills to bring in the Center for Urban Education (CEU) through USC, Estella Bensimon, to work with us in now developing methodologies of equity. So, how do you look at the research? How do you run

Data (includes Intentional) (includes Including students) (includes Intentional)
your numbers? And from that point we really have a lens at looking at data through an equity perspective. So that's what we did. We had California Tomorrow developing our consciousness around equity. IDEA emerged from that effort. Then we had basic skills resources come in and then we brought in Technical experts that began to transform the way we look at and practice as an organization. So that was an institutional approach in terms of developing that work. And Mr. AZ was the President then, when we were developing that and he was very instrumental in supporting that process. So what we ended up doing we started to look at data and start looking at traditional ways of how institutions look at diversity. It was never disaggregated. So you looked at gender, you looked at race, and you looked at age, and sometimes you even got even lucky and look at other levels of diversity, such as socioeconomics or sexual orientation. But, it never was really disaggregated or it was never intersected, so a person who might be gay, or identifies being Lesbian, who is single mother and who is low income and Black. Those are five intersections that we never usually take a look at in terms of creating a profile and understanding the challenges that student brings in the college. So those are the types of conversations and dialogues so we start saying that we cannot cut date the way we used to, it is much more complex when we are talking about human nature and human elements. So, I thought that was a good start for us, and we were fortunate to have California Tomorrow and Estella Bensimon's team coming and working and developing us as an institution around that. As the result, we then had UJIMA that came to life that emerged from that. I would say that new folks coming in had a space to kind of gravitate, folks that were there who were there who were already doing equity work, who often would lose motivation, because it feels like you get jaded after a while, were reinvigorated because of the conversations. We actually were able to get a good momentum around this effort and Mrs. R A was instrumental in that work there in developing HSI Grants, and other programs also, language centers for instance through that effort.

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So, I think when we take a look at an institution that is intentionally moving in this direction, it's still not going to be 100% of your institution, there still will be...
that challenge of some individuals feeling that that is not the responsibility of the institution, and there are some that really feel that this is the obligation and the responsibility of the institution.

I think first, for that to occur, there has to be an institutional interest already to move in that direction, and be willing enough to have these small programs then be invested and not divested to really see its impact for the institution. If that vision is not there you can't scale anything, because you might support the rhetoric, but you won't support the program itself, and it makes it very difficult. And it is not only about the program, it's about the principles of the program. And in my opinion that's where the focus is, when we talk about scalability, we need to agree first and foremost the principles that make it successful to begin with. It is not the programmatic activities and elements that you invest in but it is the principles how the program behaves with its students, and how does the institution behave with its students. So, I think the institution need to recognize first and foremost, what are those principles, is it a shared value within the institution and is it something that is willing to take on and adopt and invest in and that from that point then you have elements of resources that will make it happen. Without the principle and without the resources it's doomed for failure, in my opinion. Does that make sense?

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<td>As I was mentioning early, when Estella came in to us, it was having a conversation that you are doing research, research is good, but then from equity mindness, the intersections and disaggregation is completely different than is the demographic SES breakdowns, right? I think that in itself is one approach. Another strategy for me is how do you facilitate conversations by introducing new language, you want to change culture, culture is also dependent on the actions of the people because of the language that they use. The allocation of those resources will also dictate how successful the student would be, you know how the term goes like “follow the money”. For instance, if you have 70 % of your students assessing in the Dev. Ed [Developmental Education] and yet you are only investing 20 % of your resources in Dev.Ed. , then you are not going to change then the conditions that the students have come into the institution. So, in inclusive excellence there is the institution's responsibility in policy, teaching and also resources, then you still have to hold the students accountable based on that relationship and it is also the role of the community, how do you bring in the community in this process, because it is not only just the students and the institution but it is a community involved. And in my opinion that's inclusive excellence, everybody is playing a role, everybody has to take responsibility and accountability based on that, so if we are seeing that we have policy measures that are actually counterproductive.</td>
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<td>Collaboration and partnership.</td>
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<td>As I was mentioning early, when Estella came in to us, it was having a conversation that you are doing research, research is good, but then from equity mindness, the intersections and disaggregation is completely different than is the demographic SES breakdowns, right? I think that in itself is one approach. Another strategy for me is how do you facilitate conversations by introducing new language, you want to change culture, culture is also dependent on the actions of the people because of the language that they use. The allocation of those resources will also dictate how successful the student would be, you know how the term goes like “follow the money”. For instance, if you have 70 % of your students assessing in the Dev. Ed [Developmental Education] and yet you are only investing 20 % of your resources in Dev.Ed. , then you are not going to change then the conditions that the students have come into the institution. So, in inclusive excellence there is the institution's responsibility in policy, teaching and also resources, then you still have to hold the students accountable based on that relationship and it is also the role of the community, how do you bring in the community in this process, because it is not only just the students and the institution but it is a community involved. And in my opinion that's inclusive excellence, everybody is playing a role, everybody has to take responsibility and accountability based on that, so if we are seeing that we have policy measures that are actually counterproductive.</td>
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how we are writing the Equity plan compared to the last equity plan that was written in 2004 for instance.

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<td>I think it is important for us to understand that if we are interested in educating the masses, then yes, there is a role in community colleges. But, community colleges also need to go through this self-reflective process of who they are in their community. There is not going to be a state or federal definition that will dictate the work of community colleges. I mean for this that just not going to happen, is not going to work. Because when you begin prescribing it from the federal/state level, there is a tremendous possibility for community colleges not responding to the needs of its community.</td>
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<td>o, when I look at those relationships, potential policies and mandates I go back in what I shared earlier, I think once an institution invest time to really reflect on who they are in their communities and who they are as an institution, looking at their human resource capacity and political subscription as an institution, then understanding that defines what their principles and praxis as an organization would be in response to the community. Once there is a shared understanding of what these principles are then you begin to take a look at what resources are available, to then begin organizing and developing that for the students in the community. I do not think it starts in any policy at the federal or state level, but I think it is important.</td>
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<td>It needs to start at the local level, reflecting with their community who they need to be. That's the question that I have asked us here also. Our mission statement is fairly broad, but I think if we are beginning to address being excellent and being equitable, it's this subjectivity of the work that we do. If we say that we want to be a transfer institution, who do we want to be a transfer institution for? And if we want to be a job placement workforce development our CTE needs to then be geared not only just towards industry placement but also who we are placing in those industries.</td>
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<td>What federal/state governments can do is understand where, and I do not mind holding us accountable, but be fair in the analysis of what we are held accountable to. And that from that point have understanding of how providing support and resources to the community and at the same time holding them</td>
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accountable after that analysis. But often what we do we get mandate, like the SSSP for instance, it's a mandate for student success, and if we look historically how SB1456 came about, it was a Student Success Initiative, where a group of individuals went up and down the state, promoting research like Nancy Schulock's work and everybody else talking about we are not doing really in community colleges and we need to do something different. That was a position and their recommendations, but they were in my opinion, voyeuristic recommendation because you have research that is prescribing what community colleges should do without evaluating the challenges of community colleges.

And so what ends up happening is we have SSSP that is here now, and there are resources coming with it, and there are accountability measures that will be in place, it actually started 2015/2016, they are going to be using our outcomes to determine the resources that we are getting as an institution. What is missed is we prescribe the need for student success, but then we have not been fair in our analysis of what community colleges, and our communities and students are facing.

And so, our hopes now as an organization is we take those resources, understand the mandate, and then we localize that and personalize it from the local perceptive. What is needed to be done with resources to impact the change? And that's tremendous work, and hopefully then incorporate some equity principles into that so in that way the individuals that we find as being marginalized and oppressed are the ones that are also benefiting from that change. So, this is where it connects to our strategic plan and also to the principles that we are agreeing as an organization. We understand the mandates from the state in this case, and potentially federal, but how do you operationalize that by making it your own at the local level. So, that's going to be the dilemma for us, have we reflected as an organization in terms of who we want to be and then how do we align ourselves, because we cannot remove ourselves from those state and federal mandates, because many of us we are relying on those very same resources to operate as an organization.

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We would be remised if we use simply view these resources as funding certain activities to test and pilot to see what works and what is does not. Your question in terms of what is needed, I think, any resources that are potentially coming in, we need to have to always begin planning the sustainability, of not only how do we keep the money, but how we do the work. I think you do that through developing a reflective process as an organization of what you need to do or who you want to be and then you also need to begin using some of that money based on that dialogue about being reflective around infrastructure development, that
will be one time or once every five years kind of cost and then how do you carry on that work and transition that obligation back to the institution.

| First if the organizations like the examples that I was sharing already, before the money came there was already a dialogue who you want to be and if that is absent you are reacting already to any resource or any mandate that come in, so that is an element that is critical, the institution really need to begin a conversation of who they want to be, where they want to be. | Mission |
| o when we begin talking about scalability we define that. The other thing that I would say, if we were to look at programs, and sometimes it's needed to carve those places in to create that community for the students. Institutions have to understand that the work around equity is sometimes about being inequitable in its distribution of resources. So, you might have a program that will cost twice the average costs, but we have to be able to say that's okay because if they are actually underserved and now you want them to be progressing like every other students, that means it would require additional resources, whether is physical place, human resource, or fiscal resources to support students to elevate. And sometimes when we think of scaling, is because we are removing that barrier, that safety side for the student to progress. So, again the definition, is it about institutionalizing or is it understanding that equity work is needed sometimes in pockets, so it's how we are evolving and developing ourselves. | Intentional |
| What ends up happening, you need to come to terms about the difficulty and the loneness of working and doing equity initiative as well. | Leaders |
| I would then say how do you actually (this might be too strong of a word) begin infiltrating the practice of the organization, towards where it's transforming, that it's adopting those principles. Because to me, and I hate to be redundant, it's not the program that you are scaling. It's the principles that are much more affordable to scale up within the institution. And practice will shift if you have different principles. So, this is how I see that. | Leaders |
| You do not have to be a member of a learning community to be homeless; they do not have to eat. You do not have to be a member of the learning community to have dysfunctional ways of interacting with people that create problems for you when you are in a classroom. All of that needs another approach, it needs some supplemental, all-encompassing, life structured enhancement tools, that is people; it is stuff. Mostly it's people with stuff, people who have awareness of how to use the stuff to support other people, it is not just stuff, clearly that won't work, give them all the technology they need, it will not work, it won't go anywhere. It has to be a really dynamic one to one relationship, that's another reason why it is difficult to scale these things up. There are not enough faculty people who are committed to or aware or, or willing to invest the amount of time required to do that, or the institution does not value their ability to do that, nor does it perhaps even see that is necessary, so they do not make it possible in terms of the kind of load that people are supposed to carry. I have one student in one class, who is a Gateway student, who is having serious psychosocial problems, she cannot finish the class, and it is not just because she is not smart, she is smart, she is very smart, but she has not enough external stuff going on to help keep her functional. So, she got depression, social anxiety, she has got all kind of stuff going on. I do not think that there is a system in place to support people who have those kinds of issues. They need their own social services network functionality, and it would not be limited to them, but they will certainly be benefiting from them just any one else from the institution can benefit from. | Students |
having this kind of networking capability, that is functional, that it actually works. So, if a student is homeless you got to find them a god damn home, you do not send them somewhere else they might be able to have an encounter that could result in something, you find them a home, if a student is hungry you find them ways to feed, you just do not just say these resources exist over here, go talk to those people. No, you make it possible. That's another reason why cannot be scale up. It's expensive. And how many institutions are willing to spend that amount of money that requires being as effective as they would have to be to cover those entire basis. It has to be an institution that has the resources, is willing to use them that way and that is committed to the long haul. It's not a pilot program. This is what we are going to do for ever, until there is no need for it. That is what this institution is going to do. I do not know anybody who do that, there are few places back East who have started to do that and who are showing that it works, but they have not scaled up yet either.

There is a tremendous disparity in ethnic representation between the students who are coming in the door and the teachers who are in the classroom to greet them. Until that is corrected, until the culture competency and the global awareness has infected every faculty person who is existing in that environment, there won't be enough glue, there won't be enough sticky stuff going on between the students and the faculty people to give them some idea that there is a light at the end of this tunnel, because most faculty who do not have that kind of cultural competency have their ideas about what works and what does not work, and what should happen and what shouldn't happen, and they often either spite of these ideas or because of them, have disparaging attitudes towards those students. You can feel this. It does not take much notice somebody to think you are capable of anything.

Hiring

would be either completely unbundle the structure, which will be like pulling teeth out of the dragon's heads, or develop another complementary structure which over time can probably be integrated with the other one, but the complementary structure will be the one that says “in this way we will have whoever our students are we will have representations from those people teaching and we will have them in equitable numbers” “they will not be minority” “they will be representative of the people they are teaching. How do you do that at a public institution, with public funds, with union contracts? I do not know. I am not sure you can. What I see is, to be completely candid, a lot of hopelessness; I do not see how this is going to work, because I do not see the commitment that is willing to make changes that need to be happening in order for the door to have a different shape from what it is now.

(within Political/barriers)

Increase Diversity

Well, it has to be completely immersive; it cannot be two workshops here and there. It has to be a track of stuff, that is structured to, scuffled if necessary, to expose people to a wide range of what is known about working with people of different ethnic groups and it has to be some way of people practicing what they are learning and reporting back to that structure, whatever it is designed to help them learn these things, so, that you can see that some progress is being made or not, of course you have other ways of knowing, such as the number of students complaints o number of students issues might decrease, but it might take some time, you will not see it right away. It probably has to be ongoing, not necessarily as intense all the time, but it has to be ongoing partly because we know that those who are privileged amongst us do not see themselves that way, this will call for people to have a self-image change, it's not going to happen
overnight, if it ever happens at all, and it will only happen when there is a consistent insistence of the importance of it happening and when people get over their fear of what happens if they give up their privilege that they did not realize they had.

As a psychology educator, I know that this is not easy work, but I also know that this is not something that we have taken it on structurally ever as far as I can tell. We are going to develop a group of faculty who are knowledgeable about the multiple areas of cultural competency and how to incorporate them into their teaching process that nobody else has, nobody does that yet, as far as I know. Until that happens, no.

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environment, maybe is possible, but not the way we currently structure higher education. There is a community college, I think it is here in California, it is part of the Western system, where all students and the teachers all live on this farm I think it is, and they all do this work together, and I think that is all male too, and there are no women in this environment. They do not have a structured curriculum, the students create it. They learn life support skills, they learn people support skills, they learn academic things and it's a small school, because that's an expensive way to go. I am not saying that we should put everybody in a small school on the farm, and have them work it out, no, but something like that has to happen in the inner city, so that there is a shared commitment to the possibilities that we are trying to accomplish here, it is not just us doing something for them, it's us doing something that helps them learn how to do it for themselves and others while they are doing it with us. When does that happen?

Well, one if the thing that federal/state policies can do, and I am not sure of how that will work, but federal and state policy could somehow provide benefits to business entities in exchange for their support of whatever technology is needed for that educational institution to have. I do not know how that looks like code wise, but we do it already. We have nonprofit deductions. We have ways that corporates benefiting from charity giving. So set it up so that everybody gets something out of this that beneficial for everybody else. That's the best way that federal and ... how did you state it?

That's probably the best way that the bureaucratic, civic structures can make this happen by making it attractive for the companies that have several things to gain, first they need educated staff, and secondly they would like to pay fewer taxes, but they are not just paying fewer taxes, they also investing in something which offsets what they might have been spending for tax dollars. It is not that it is going in their pockets as profits; it's going into that structure so that those students can be given what they need without pain and suffering. I suspect that's probably the most direct way to do it, because the government mandates are not going to help unless the government is going to give you the money to do that and if they are going to do that it's going to be come strings. Okay, we are not getting involved in that business, we are going to do is we are going to support you for helping them do that, if you do this, you do that, you are going to get the benefit of supporting good staff people, but we are going to help, and you will get good staff people, but we will help you, will make this easier.

Okay then, I am not sure how this will work and maybe is not a direct answer to your question, but I am thinking of Google now. Google is bigger than Apple, I believe, and Apple is pretty damn big, and they are both here in California and both have strong educational components, so they could be responsible for if not designing certainly delivering whatever professional development training is necessary to help people use the things that they are providing to the structure, efficiently and effectively. Google teachers? Apple educators? Everybody should be one or the other or both, the more the better and there is something for Microsoft too. Whatever it is, they all have the ability to do what we would refer to as training and development.

I think community colleges are capable of being more nimble and more integrative in the short run, because they focus on a particular let's certificate, or degree, or job path. They can change direction more easily than other institutions. It's not easy, because it is going to take a minimum of two years to make anything happen, but it will take longer at another structure. So, I think part

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of the value of community college structure nationwide is its ability to focus narrowly and yet to be agile enough to able to shift focus when the world tells you it has to change. Like right now there is Amelia computer software who wants your job as an assistant, we do not need that person to do assistant anymore. We need him to do something else so let's find out what is it that you really want to do and how do we find a job that works for you so that we can be successful and we can be successful. We do not need you to do that thing we have a commute we have a computer to do that. That requires an agility, shift quickly, computer technology [slapping fingers to indicate a faster pace], today we got Amelia, tomorrow we are going to have Hermione, and she would be able to manage twelve times as much as Amelia is going to handle that means that there are twelve fewer people needed to do that thing. What else what would they do. We know that there is a lot of work to be done, if we just spend our time lifting up the world that would be more than enough to do.

Moreover, and most recently here, with the Academic Success & Friendship Program, when I think about the scalability that is coming to play with my vision of the program, so what I have done I actually tried to create cohort models. Many programs have one cohort at a time. What I have tried doing with this program moving forward is creating multiple cohorts that are ongoing, and develop it in a way that they create a sequence of courses together, especially in English and Math, because that’s where the data shows that particularly students of colors have challenges, and it is a gatekeeper to many students, and takes them through the entire sequence, and eventually towards goal completion together. Some of the barriers that I have encountered are:

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Some of the main challenges that I have seen, is that honestly a lot of it right now has to do with people that are implementing the program. If you have the right person that can connect with students; that has the passion, knowledge; the understanding; the sensitivity; the work ethic; commitment, you have a much more likelihood of that program or practice being successful. If you have certain folks running the program that do not have that skill base, and it can be any of those characteristics that I just mentioned, programs are more likely to flounder.

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What differentiate this program are the program pillars. The pillars are supposed to drive the implementation of the components. So for example, one of the pillars is friendship, this is what I really want to make intentional to students that through this program and curriculum these students develop bonds and relationships with each other, where they are able to come together side by side, make sacrifices for each other, have each other's backs, motivate each other, things that unless you are being intentional about creating it through the curriculum or through the program experiences, many times it does not happen. Another pillar will be Critical Consciousness. I want my students to be able to identify the reasons for the certain outcomes that we have in our communities, such as 50% drop out rate from high school, overrepresentation in incarceration. Why are these things happening? And, then come to the point in their education and realizing that the education is a way to fight back against these inequities. And again, unless this is intentional, it is not likely to happen in many programs. Especially, when there is turnover in the faculty implementing the program.

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Secondly, I think when you scale up a program it has to be data driven, so you have to have in depth evaluation and understanding of not only the outcomes, but

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| Secondly, I think when you scale up a program it has to be data driven, so you have to have in depth evaluation and understanding of not only the outcomes, but from a student's perspective understanding those outcomes. So, if we have a successful program, what did the students think was it that made the program a success? So that is another key piece. Like I said, once you identified some of these key pieces, so for example at the previous college, where I thought counseling was a critical piece. So, I developed something similar for outreach plan. | (overlaps Ask Students) |
| | (overlaps Data) Awareness (includes Ask Students) |

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| | pillars |
| | Accountability Intentional |

| Although it is much larger, because there will be that much more faculty implementing the program, if everyone has the same vision, the same program pillars, these are the key components of success for our students and everybody is working and supporting each other towards hitting those key pillars. | Thirdly, that we hold each other accountable for producing our work, obviously. In order for that to happen, I believe you have to have hard conversation, sometimes uncomfortable conversations, but if we do not have those uncomfortable conversations most likely, that's again another reason why many programs flounder. |
| | I would actually add one more to that, that I think it is optimistic. In order for there to be trust, as I mentioned, and in depth collaboration which is often needed for scalability, we need to do more work around building relationships within that team. |
| | You got to know why are we educators? Why have we decided to be educators? What have you overcome in your life? I share with you what I have overcome in my life. What are my successes? All these things allow us to know each other in much more deeper level that I think allows us to do better work together as a team. And that is something that I think is rarely, rarely done. |
| | Once you have expanded a program into multiple classes, in multiple cohorts, you systematically develop a community of learners, so systematically you say once a month for this block of time, and this time we will get together to develop curriculum, think about innovation, tackle program issues and thing of that nature. That's the goals of that particular community. But before we get into the goals, I as a leader of this program, I set up in a way that at the beginning I facilitate these kinds of conversations and workshops. And I have done it before, I have done many of these with students, and I think they will work as well with faculty, staff and administrators. So the first couple of sessions, and obviously I would preface like to as to why I would be doing these activities together, just like I am doing it right now with you, and I would facilitate these kinds of activities and workshops, so that we develop these kind of relationships. And the key is, there are indeed two. One it is that you are doing it systematically in a way that the team knows that you are going to get together as a team periodically to work on these issues, and secondly, that the leader takes the time whether it would be two weeks, three weeks to develop those kind of personal relationships. | Trust (includes Intentional) |
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And the key is, there are indeed two. One it is that you are doing it systematically in a way that the team knows that you are going to get together as a team periodically to work on these issues, and secondly, that the leader takes the time whether it would be two weeks, three weeks to develop those kind of personal relationships with each other.

Most times will be a family picture and things like that and people will make comments like: “oh strength, unity, and beautiful family” and thing like that and towards the end I will get everyone in a circle and share with each other explain your picture and why is it of importance to you. At the end I will ask the discussion questions. What are some of the similarities that you saw between all of us here? What does it have to do with our work that we are going to do together on this team? Sometimes like that really gets me to know you as a person. Many times these discussion leads to understanding each other's motivation, like if I know you as a person. “You have deep motivation, you do what you do for your family and for your community, I am going to trust you so much more than if I did not know that”. And vice versa if we know each other and you think that I am not doing my job, I think I'll be able to hear you holding me accountable a little bit better than if we did not have these conversations. This is one example, but I literary when I want to develop tight teams, I literally do two of three sessions with these types of activities, and again it is out of the norm because it takes more than five minutes, sometimes it takes 45 minutes to one hour, so it's a lot of time, of our valuable time, that people many times do not understand, but I really, really do believe that it is critical in having those relationships moving forward. And many times this is when we are talking of scaling programs up, and working with ten faculty staff administrators and you have done it systematically, this is part of our time that we will spend together and part of our work, pretty much, you know. [DB] A follow up question to your comment. Usually in these meeting, according to my experience, the people who show up have that intrinsic motivation. How do you bring into this discussion the rest of the college community, people who do not have the intrinsic motivation? For programs to scale up if means that more faculty than less shall work together.

“You have deep motivation, you do what you do for your family and for your community, I am going to trust you so much more than if I did not know that”

So, part of that work would be setting up organizational expectation; first of all, you got to provide the data and resources to the departments.

So, part of that work would be setting up organizational expectation; first of all, you got to provide the data and resources to the departments. Right now we do not have an institutional researcher. Right now, if we want to sit down in Art department and say let's look at the retention rate of African American students in the art department, I do not know sure how easily accessible that data is.

It does not do any good to put it in our Program review and APU, having not met goal A for five years in a row and nobody has held that department accountable.

If we as educators do not have an in depth understanding of that to me it makes sense as to why we are not successfully educating our students of color, if we do not even have that basic understanding. And then, it becomes a matter of providing from a systemic way a professional development where it it focused

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and targeted at developing educators of understanding equity and going beyond the diversity. So it might even sometimes like bring in speakers. The right speakers are powerful. It might be rethinking and reshaping the way we think about professional development. Which I think it is very outdated. We do it the same way and I think that a lot of people do not get a lot out of professional development.

The problem with that though, as I mentioned it to you before, then again, then it becomes very dependent on one or two people. If you do not hire the right people overseeing these initiatives, and focus on equity and social justice, then, again is going to fall flat on its face.

But if you hire the right person, I think it has a potential to be very meaningful and impactful on the campus, but it becomes very person reliant.

think we are actually seeing some movement in the right direction on that. For example, the funding associated with the equity plan. But, I think that is moving in the right direction. But, I think from a policy and funding level, we need to take a look at how we are funding the system of higher education. Right now, if I have to ask, and I ask students all the time, because it is a very common sense question and response. If I ask my student: “Who do you feel needs the most support a student that is at a community college or a student that is currently at a UC”. Ninety nine percent of them would say “Oh, a student that is in a community college”. “They have more issues to navigate and deal with as opposed to a student at a UC”. But yet, the way we fund the institutions of higher education just flip those around. We provide much more funding revenues and support to our UCs and our CSUs than we do in community colleges, even though, I think it is pretty straight forward that community colleges students need more support. That is in itself is problematic. How do you go about changing that at the policy level? I do not know, that is not my area of expertise, but I do feel comfortable that this is one area that we have to at least farther examine.

I need to give it more thought to be able to give you the best answer, but something along the lines of, there is a delicate balance between do we have the state also identify certain like, actually they did with SSSP, with SSSP they identified certain outcomes that they want institutions to hit, right that supposedly are backed by research and show that they are key milestones. And the same with the Chancellor's Success Score Card. They are designed in a way that gives us data regarding what are the key milestones. I think we might need to explore that for equity. Are there key milestones that we have to look at in regard to equity? And, now that we transition into conversations of scalability and my idea of scalability is tied to equity to provide opportunities for students that most need it.

I think it is common sense, and it is to me unbelievable that we do not recognize how vital community colleges are to our nation, to our competitiveness. Most of our students of color start at a community colleges. And when you have populations like the Latino population in the state of California, with the tremendous growth in the population, and yet we are not serving the Latino population adequately in the education system it makes sense that we are losing our educational competitiveness, and we are seeing incarceration rate and all of that. The straight forward answer would be to change our funding formula, like give more funding to community colleges. But this is an easy answer to give. To folks like you and I, it is like it “makes sense”, “okay, how do you not fund the community colleges at a higher rate when it is in front of us how vital
community colleges are to our educational system?"

It is a whole other thing to have a discussion about how do you start that process of change in the funding system. So, yeah, I do not know what else to add to it, other than to me it is common sense how vital community colleges are and how flipped on its head our funding is in regard to higher education as well.

Mother, I mean other that the fact that I am actually excited that there is educators like you that are looking at this now. It is actually scary to think that there has not been much research done on it on higher education, because I do think this research might provide a key to impact meaningful change in our community colleges. I think, there is little argument and little doubt that there are successful programs. We know, I think many times we already know what works. We know there is success programs state wide like PUENTE, EOPS, and there are many other models that we know work, right? We have the answers right there in front of us as far as what works to help, not only help students, but to help students of color reach their educational goals. The next question is how do we get that to scale? So, I think that if we figure that out that is our key to make an impactful dent on our equity numbers. Just like I said, I am excited that you are looking at this and we have more researchers and educators start looking at it and at that again it becomes a matter of getting the word out. Because, I think that is another challenge, especially, I look back on my experience of completing my dissertation. I honestly feel that there is a lot of important work in my dissertation that could be of help in higher education, you know, but, but I have not gotten the word out there on it. And part of it is social capital, what we do with this research now and how do we get it out, and part of it is to a certain extent for lack of a better term, the funding. We all have lives, we all have families, we all have a full time career, and how do we then continue the full time career and devote the time to be able to get published, or develop a book, to get this out to the rest of higher education. Because, I bet that there are so many dissertations that have been written. And if that was more systematic on itself, and more funding to helping doctoral students to get that information would be helpful. Hopefully some of what I mentioned is helpful to you.

and there is even in this PERSIST program, because it is modeled a bit on the program of Diego Navarro at Cabrillo, that there are certain specialized kind of courses over and above English and Math, like a Social Justice Presentation course which gets the students excited, because suddenly I can talk about me too in what I write and what I present, experiences in my community, experiences in my family, and why my family has not succeeded. But, I think the deficiency is the outreach in not getting more students involved in trying to do that, now as the result I know the college is trying to do learning communities at the moment, that are kind of like the first year experience model. But the thing that I always worry with those, and I still think there is some validity to it, okay they have done it for one year, now what do you do? You just cut them loose rather than trying to figure out ways to continue in my mind to build the culture, and I think this is what you are saying in the sense of scaling, that's one way that I would see the scaling, just say, you got the first year, you should have developed the study skills, should have gotten the baseline knowledge, now “Goodbye! You are on your own”, where there is much more success in the sense of community and people coming together as community, and I even think that this even applies in the work setting, do you build a team, or are you the sole lonely expert or that kind of thing?
But see again, I see it as the SUCCEED program. That you find a way to pull together the leaders on a regular basis and get them to bring some one else with them, kind of thing. And send that out to the Department Meeting, Senate Academic, Education Planning Committee meeting, rather than it is just over here and isolated experience, which works, but it is isolated so to speak. You know that if somehow it goes through various venues that all kind of people are hearing about it and it becomes a part of your planning process because you say we want to do what is successful, that is in Program Review, where you are selling it to other people, and somehow you spotlight it that “We are getting a lot of high success statistics from these approaches that we are doing, so what does that tell you?” You say to the college about trying to increase the success rate and the completion rate and all of that. If these things are working, why do not do these with students? You know you have got to do something at the college, because how many people come to the community college, unless they worked at another one, prepared to know all the ins and outs of how to work with students. As you know, minimum qualifications are a specific type of degree; it isn't plus three years of teaching in a community college. So, you got to do professional development for faculty. Do we do enough of that, to even expose faculty to what works

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<td>Sure, agreed. And even as you say that, I think that says even in the professional development that you have got to know how to interact with some students, that you have to help break down some of their barriers in their thinking, and you not make assumptions about student because they said this word or that word or made this, because they are new, they have not become part of this culture, to move them into a different way of being part of the culture, and do not make assumptions either, but another reason to reach out to each and every student to get them more engaged.</td>
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<td>Well, I am not overly knowledgeable about community colleges in other states. As an example, just to list it as an example, I grew up in Ohio and it was not community colleges per se, but there might be a few today, but what was more off were branch campuses of an university, and you could go to a branch campus for two years typically within driving distance for a lot of students, and then go to the main campus for the final two years, not only to get you connected but also to help financially. So, in terms of community colleges, I am more knowledgeable obviously about California, and I understand the methodology. I do not agree with everything in that exists today in a variety of ways, but I agree with having community colleges, having a place that is kind within driving distance, walking distance, whatever, so that a student can go to school, still hold a job, still have a family, can be right there, the change is” “I am going to do to college”, and it provides a unique method in my mind for going to college. Another thing that enters my thinking is with this dual enrollment and things that are being talked about providing greater outreach to the high school, and not simply to high achieving students, but to other students, that's why I mentioned Rochelle Perry because her research is on dual enrollment and what it does for underrepresented students in CA. And it is not necessary to help the student complete the college degree by senior year, but somehow to create a pathway from high school, where they take some courses and begin to see that, there is a reason for math, there is a reason for English, that's not just I am taking the class, I am doing my homework and I am turning it in, but rather it gets related to job skills and things that you are going to use beyond high school and that there is</td>
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more than high school, also that there is this pathways and by building the pathway with community college, because it is more of them. I is not like a major university having to deal with 110 high schools (I am making that up) that maybe you have five high schools at the local community, so those pathways for students that community college provides in my sense more services than say a university might be providing or a four year school to a student, so that even with the student success thing that you are going to do certain steps. Colleges and universities are not really of that kind of structure in my opinion, and I do think that there are a significant number of students who need that kind of so to speak hand holding, because they did not learn that in high school, again my Pathway thing will help. But, I do think that these kinds of things when you make certain services available to students. You begin to help them understand what it. Means to be in colleges, to success in colleges, what kind of classes, how do you even explore what they might be interested in, and I think we do that well in community colleges. “We have got some methods”, I am saying it as a quote so to speak. that would help you understand what you are really interested in” I think of thing that we got the Career Center where they take these online exams you take these little online exams that ask” have you ever thought about for these reasons?” But there is a different kind of focus at community college to do that sort of thing and then prepare students to go to something bigger, but even in preparing them to go to something bigger to get them the tools to begin know how when they get there to being searching for what does exist there. May be is not somebody that will lead you there, but may be so need to find out is they got some tutoring center that you would not think that university must have they have got some kind of study groups that you would not think about or that they have got some kind of mentorship program. I think that the community colleges for that reason provide something to students that need to develop certain kind of skill sin addition to the subject matter. That is why I would be back after that cognitive and affective domains, are we reaching out to both and I think good community colleges do they got strategies for how to get to those areas int eh students' brain and to provide the linkage. I think there is even some value that community colleges can do to reach out to students and say you need and tell you need to become more involved and become a student leader.

| The federal role, has been in my estimation, they too have been providing funding, but mostly related to business and industry. And, particularly when we had the Great Recession, the Obama Administration developed the Trade Adjustment Act for Community Colleges. They provided funding for programs that were going to serve the economic recovery, in terms of jobs and things of that nature. So, there is the role, but the role of the state has been more important because we are state funded, and that is the life blood of community colleges, which is: state funds. | Federal |
| Well, I think that community college become the affordable alternative for many families, because higher education costs keep going up, and community colleges, certainly in California, not all over the country, but certainly in California, continues to be an affordable option, and not only is affordable but the quality of education is as good if not better than you get in a four year institution. It is said that, let see if I get my statistics right, 60 % of graduates of CSUs come from community college, so they become more successful in the four year institution after having experienced community colleges. | Situated |

So, I think the role of community colleges, is what I just said, but is also a Political
moving of foot of community colleges to offer baccalaureate degrees, and that is probably a future in that, although there has been some resistance from state universities [CSUs] and UC system, but I think is an idea that if it proves successful at the pilot stage, you will probably see more proliferation of bachelor degrees in community colleges, which is not a bad thing, because all that is, is more education, and the more education that we can provide people, better equipped they are not to not only be employed but to participate in the society out there as educated and intelligent human being and citizens.

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I think business and industry, certainly, especially the major businesses, have resources that they can provide everything from money, funding, human power, they can provide expertise in developing curriculum and things of that nature. I think the problem is that the barrier, to use your word, that the community colleges are not agile enough with the curriculum to support businesses and industry, so while business and industry is willing and able to support community colleges, it takes us too long to adjust to their needs, and frustrates them and they pull off or pull away. Do you understand what I am saying?

We are the key, because we serve the greatest number of student who would be considered underserved students in the United States, who want to attain a higher education, who if we did not exist or have the mission that we do have of open access, their opportunity to higher education would be blocked. So, I think is key. And the other thing is to me, when community colleges first came around in the 60s, when the district really started popping up, we used to have the part of the mission, we had a more balanced transfer as well as CTE perspective, and the CTE perspective kind of went way and it has not been sustained. But, I think there are some excellent careers on the CTE side that are viable paying careers particularly for underrepresented students. They do not necessarily get the same opportunities I think that a lot of people did when the community colleges first started. And, it is not that I am a CTE person. There is a nursing student that came to see me couple of weeks ago, he came here in 2008, he is an ex offender, he was really kind of gang banger, he went to the predominantly Black Institution Grant Program, and he learned how to become a college student, he learned how to study, because of the services that we are nurturing and understanding. He got his record expunged, he graduated from the community college, he transferred and he got his BSN, and he came back and saw me and he said Dr. Moffatt “ I now make a 106, 000 a year and I have a mortgage and you know my kids”. You know, and he says “I did not know that 106,000 only actually translate in only 70, 000 that are actually get”. And the thing was that he started in 2008, and this is 2014, so he went from. So this is what I am talking about these types of CTE. He still transferred but he transferred in a viable
I think that one of the reasons that I got into administration, versus staying and loving my job as a teaching faculty member is because of that. There are things that we all know work, but unless the policy changes, it won't happen. It is at the whim of whoever is in charge. So, you can have passionate faculty members, who are your go charge and do this; you can have the money to be able to do it and, and then there is a law that is passed that says: the ability to benefit for any individual is no longer criteria for students to go into community colleges. That came from Department of Education. That meant that an individual who may have a 6th grade reading level, who says that I dropped out of school to work in the vineyards or in the fields, I am now 27, I have a family. I want to go back to school, my reading level is at 6, I do not know that much in math, that individual has the ability to benefit, but because they do not have a GED, do not have a high school diploma, they cannot go to community college, and they have to go back to get that GED and that is a policy change, and I know that the only way that I can change that is to get into the ring and fight. I can stand outside and chant and say how long it is, but unless you get into the arena and become part of the “team” you cannot affect a permanent change because the policy and the law will always trump any initiatives, grassroots efforts that you build, if it does not follow through.

I think community colleges are perfectly situated to address the gap between, on the one hand our mission which is to transfer and for students who would like to go to 4 year institutions, we are cost efficient, and we are readily accessible, and, we have our policy has changed to direct us with AB [Assembly Bill] 1440 and 1456 which says that you have to a common transfer curriculum and CSUs you have to accept it. That was a law that mandated that we do that, this is what I mean about the federal and the state having influence. So on one hand, the policy made us, it didn't make us, it really made the CSUs, we really tried to do that, it made 112 colleges in CA “get into the same sheet of music”. And UCs, CSUs, more so CSUs than UCs, if they all get into the same sheet of music and you accept it from one you are accepting it from all. We are uniquely qualified to be able to be successful when they do transfer for those students who need a little extra to raise that GPA, to be ready to be prepared when they transfer.

The other mission is to really be economic engine for our local communities with our CTE programs. Not everyone needs a four year degree. There are some very high paying technical jobs, in bio tech and technology. They now call it ECT, which is, I think I got it right, which is, CET: Communications, Electronics and Technology, so that includes the engineering, the communications, the marketing, and the technology skills. You do not need a four year degree. You do not really need that. So, that is our other thing, is to be an economic engine for our local businesses, so if they need a particular skill, or if there is a burgeoning economy for something that right now it is not training, working with them to develop that training, creating the skills or enhancing the skills even creating the curriculum so that we can continue to support that economic development.

The other mission it so help our citizenry become more democratic, to learn those basic skills that we think that everybody should have, those reading, writing, and computational skills. These are the missions of community colleges. It is not the emission of CSUs. It is not the emission of UCs. The fours year kind of CUS are for teachers' colleges, industrial technology, civil engineers, for people who might want to go into teaching with liberal arts, they were never
research institutions, however, now you have research institutions like UC Davis working with CSU Fresno to offer an Ed.D career. Now we have the passage of a Senate Bill that allows community colleges to offer four year degrees. So, there is a blending of that. But our core missions are those three things, and we are uniquely situated to do that.

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<th>So, yes learning communities is essential for a certain segment of our students. Just providing supplemental instruction in terms of free tutoring and working one on one in the classroom with instructional aids, I think is another thing. Having the policy aligned better. But it is all those things together. It is not just one thing anymore. And I only came to the realization only in the last few years. When I tried to try to put programs together that I thought “Gosh if I do the Excellence Program”. It is not like that, it is so much more than that. It is about the youth that come to us because youths are turned to us because they are kicked out, emancipated because they turned 18 and no longer protected by the state. You are in a group home, you an adult now. Go out, you are outta of here, you are no longer qualified. The statistics of the success rate of that cohort is dismal. We do not talk about that, we look on the ethnic thing only, so I am glad that your research does not focus only on the ethnic thing. If we had the resources for a multitude kind of intervention to help students; if we get enough of these things, and they are successful and we put them all together we will reduce the bottom line of students that we lose. But, it is not one thing. It is not like, “Gosh if we could scale that program”.</th>
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<td>It is trying to scale a lot of programs that are extremely successful, but holding them at the accountability and assessment of looking at the data. Not anecdotal, but “Okay, you said that”. One of the things that is a resource that I think it is coming out of the Career Pathways Trust Movements is working with Cal Pass, where we are trying to look at disaggregating data, tracking students from K-12 all the way to when they get out of the system, tying that with our Employment Development Department [EDD] so that…One of the thing we say at community colleges people say: &quot;look at your certificates, that, you have only 10 % of students that graduate with a certificate. And we say that is because they left and they got a job, they were not here to get a certificate, they were here to get a job. But we cannot, and we do not have the staffing available, let go follow, let see what she is doing. Oh, she got a job, How do we enter that into the system so that we capture that. Cal Pass is supposed to help us to do that, if they do that, then we will have actual real data that takes an individual, and I now it is sort like the Big Brother watching you, it will be not formative but it would be summative data, so that we can say we have only 10 percent of our class of 100 graduated with a certificate, the other 90 % got jobs, or 80 % of them got a job, and the other 10 percent moved out of the country or died, or whatever, any of those other variables are. We do not have that right now. All we have is what we capture at census, what we capture at the end of the semester, looking at persistence in our own insular little systems, so I cannot tell you, if I have a student and they leave and go down south in LA, they do not finish, but they pick up a program in LA, I show that as failure. We do not have a way of capturing them. So, I am hoping, I am hopeful that with this new agreement with department of Education, with the state, with our individual institutions and with K-12, and with our economic development engine, EDD, IRS or whoever, that we will be able to capture that and really get a true sense of how our students are doing and not just anecdotaly say “Well, yeah, but they got jobs”</td>
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Community colleges; the affordability, such a big difference when students can pay 1500 versus 8000 what would be for CSU or 13 000 for UC or more. So not only helping them with the first two years, but helping them see the financial aid that they can receive, the different grants, because there is a lot of resources here for many of our underserved students but just knowing what they are.

I mean we had anywhere I would say between 6 to 8 or 9 students come to our governance committee meeting every time that we met in the Fall, which is unheard off in my experience for any other committee much less ours. In terms of what our role is connecting with students' need and experience and going beyond just the adding that voice, so with

“Well, why is always about the color”, whatever their comments are, that they might not have had any more diversity training or experience with that than any students I have. I have to think of it in a way that I do not have judgment of my students coming with different experiences even though because they are in position of power., at the same time when I realize and remind myself “Oh they do not know any more about that topic than any other student who has had no experience with that”, then it reminds me that there are other methods maybe that I need to use, this is what I learned from my doctorate program, that political part that I need to find another way to take down some barriers before they get to me. And I learned that in my first semester of the doctorate program, obviously. It has been a barrier, how to get the fearful, reluctant, and we have some massively conservative, both religiously and politically, so there are things to figure out how do we connect with people who are already going to

hat becomes the big question. I asked people after. What did you think? Seem to me incredibly negative responses. I hear some incredible negative responses, and in my e-mail to my president, of course I ask her about some other things too, but then I have a part “hey I would really like to know” Who made the decision about this” What was the process of that? And including a group who historically excluded African American and women, what was the process of that?” And so, she offers a meeting, so that the faculty member and I can meet with her. It turns out that there was a committee that made the decision; I end up meeting with people in that committee, and our equity officer and the president and myself, which is a mistake, I should have had someone else come with me, but I just thought I did not want to burden other people, but that was a good lesson.. Clueless why people had a problem with that. he was a mason. that he organized and apparently went through the process but nobody said. ”hey might be” and even to give heads up, “this group is coming. even to give heads up this group is coming. any kind of thing and, he comes to our Multicultural and Diversity Committee, because I put it on our agenda we need to talk about that, I did not want it to be smth just goes by people are mad about and it does not have any conversation. And he states that conversation “his heart is broken” People took it the wrong way and the President .. I have talked about this so many time stop people.. I guess the problem is that when it comes down to it the leadership would say “surely the leadership would say, Wow I got a lot of responses for this. This is a great opportunity to have a campus dialogue, nothing, nothing, nothing, the only dialogue that happened is that meeting that I end up in, when actually the Chair of the PDC says that “I am” and I get the traditional “I have kids, grandkids, who are of color, I must know, I am not racist, because of whatever, and our President says things like “florico dancers” I think she meant “folkloric dancers” and people would be upset about that too, And I am thinking

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that is not the same, not at all. people who will find something to be unhappy about and we should not shy away from controversy we should be talking, and I am thinking that is not the same, not at all, .. Representative of students who are underrepresented in our campus seeing themselves and some aspects of their culture, there is a reason.. because of that person who comes to our meetings because they want to have the Day of the Dead Alter at our campuses and he goes that is religious too and you cannot have that.. this is where I get pissed off..and I think that it is my job to stand up and say that this person identifies with this culture to defend her reasons for having an altar. We have a whole bunch of students who are underrepresented on the campus and what to see aspects of their culture to be validated themselves represented. And to see aspects of their culture that are validated an to be connected with that. When I am talking about the barrier in terms of leadership in campus and vision, here is an opportunity to step up and to be able to say in a big way, wow, even if she said “I am so glad this has come up, great! Here is the great opportunity and here is the chance to talk about this stuff” .. another administrator was to keep it quiet whether that comes from the district institute or we do not know, what is what I heard, but it was an opportunity that really got lost and people used it as a chance to say “oh the men on that stage were judged by the color of their skin” and totally taking Dr. King’s words, and I am slamming my head, and using the term that they are color blind. I sent them all as any references, that I can find, including that when you are using color blind in a sense that you think that it is a positive.. here is a whole of bunch of ways of rethinking what that might mean. [DB] You have good leaders but they are gone you mentioned. Is this presenting a barrier. It could be, knowing that presidents tend not to stay very long, that is one of the things that I look into, and my data did not say a lot about that, at least in the quantitative end, but in the qualitative end, a lot of people, felt like that in and in itself you do not have a chance to know, become familiar with your community and stuff. I am not sure if it is the transition itself, or just the fact that people are just looking to move on. One of our people retired, she did not move on, another vice president became a president at another college. Bu I do not know if it the transition itself, or that if people are well trained, and had. that is why I am hopeful for the EdD program because people seeing that as a chance to train those management people, high level people that here is this opportunity, which I may be asking your next question, to see it as a chance to train higher level people, what kind of things need to be instituted before people are actually moving up, it has to be some level of equity, social justice competence in my opinion in order to be a good administrator. So institutionally if that does not exist, and people do not get that training, I think it is the job to make sure this is happening. I was told that the other campus has instituted a monthly, in the terms of the administrative team, some kind of diversity related discussion/training whatever that might be but on the regular basis.

Yeah, that is a great question. I think if I did it again, or, I mean because it is how it is now, and we can shift out of it, and how we are using students is a good way to go for us, but if I could do it again or someone else were going to do it, I would probably do rather than have a full on committee, it would still
have to be something where people come together, but what I like to see and I wish we can do better is have members of our committee on every other committee, number one, and so that when people talk about the curriculum it is always that voice. Because part of our charge is actually to, and in the Strategic Plan one of the things we wrote, how do we make sure, our mission says we honor diversity but how is that represented in the curriculum? So, I do not know how that structure would look like, but what I imagine is if people form the Multicultural and Diversity Committee and are that voice. Whether is matriculation, professional development, whether that is that those voices are there, so whatever processes come through the school, those voices are addressed. How strong a voice? Of course there

| Well, I think it has to be ongoing training, no matter what, and that is always true, because we have members in the committee that there are there to serve their time, who would not care less, and I mean people are just appointed whatever their constituency is, there just has to be ongoing training. And through Equity Plan we are working on, that is another of those elements, that as you are saying before how do you institutionalize is one of the elements that we talked before. How do we institutionalize it? If you are going to be in the committee be willing to learn about that. I do not have the expectation that everybody should have the same knowledge but I do want people to care and to work on themselves to figure out how they get more information, and that I expect from the administrators. So, that is one thing. I think the administrators, and not only administrators, but everyone who is in leadership position, maybe that includes Academic Senate committee, maybe that includes all the Committee Chairs, maybe that includes Department chairs whatever that is, also need that kind of training, because if our goal is, and our primary mission is to serve the student we better know about students, we better know what they are experiencing, we better know what is happening to them when they are going home, the child care or whatever that is if we are to serve them best.

| And that is why I think the student part is very important because it is much harder to tune out students, that are telling you who are telling you “hey this is very important to us”. super powerful too, we actually for our last meeting, we got the president to come to our meeting, after being distant for few meeting, we made sure that students felt like they knew that this was a good time to tell your president what is going on and what your experiences and what you need, and you cannot have just once, but creating those opportunities for students to be in power to share “this is what is happening for me”, ” this is what is happening for me: it is super powerful and important. But, that is all staff that now I want to research that myself too.

| Yeah, one of the things, especially through the research that I just did, I think it is fundamental is that community colleges need to embrace the community part, and that to be connected to the communities. And I looked at that in terms of presidents and chancellors sort of knowing being connected with their communities and what students are experiencing, not only student that are existing students but the potential students too, what is happening for the 9th and 10th graders, or to a person who is a single parent. With kids, or whatever that is knowing with that is happening. So I think that connection to the community is fundamental, and not only to connect with the Chamber of Commerce, but connecting with community based organization, and that is true for as much as possible for any of those campus leaders, and it is not always as easy for

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someone that is a faculty member to some one that is an administrators. who is already should be there out connecting, and one of the people that I interviewed, that I would work for in a heartbeat if he asked me, he talked about his role, the phrase that I took from him is that he gained this citizenship in this community that is not part of his ethnic background, but he really dedicated himself to get to know the issues and supporting these issues and he felt is that this is what took for him to be a good representative…. This is what it took for him to be a good representative, to gain citizenship in that community, how could they possibly know what folks are experiencing if he is not interacting on many different ways and really working on those issues.

Put the money where our mouth is. And I think we do that since most of the people do not give a crap about addressing any of this stuff. But, if actually we care about it, it is going to take money, and it is going to take a lot of it, and it is going to take people who would enforce policy decision about how do we have more diverse communities, not only in terms of diversity but also income, and there are policies that exist, in terms of supporting affordable housing in lots of different places, certainly those are still there, we just need a lot more of that and it needs to be much more enforced, people discriminate all the time against Section 8 housing and trying to prevent “those people” from. Those are things that if we were to create vibrant communities of all kinds of diversity we have to have those kinds of policies, at least there are some policies there that can happen.

As a resource, and I am not sure if that is a resource, we are so afraid of talking about all these staff, we are afraid, we talk about race but only to some extent, we do not really want to talk about the history, we do not really want to talk about economic exploitation, although I think that there are movements that are happening that are making it more possible, but I think that state and federal people also have to be willing to talk about that. But I guess that is sort of wishful thinking. I get why President Obama cannot talk about trace in the way the other people can in that sense.

we are so afraid of talking about all these staff, we are afraid, we talk about race but only to some extent, we do not really want to talk about the history, we do not really want to talk about economic exploitation,

So, I just think that we have to have much more broader and large discussions about these huge structural issues and then if we actually care about that, then we will figure out a way to undo that. I actually, personally, think that it is social movement, it is going to take a lot of people, with a lot of voices to say we are not okay with this anymore. And what role the community colleges play on it is going to be a big deal, do they side with the social movement, and say that is right these are the people we serve and all that or do they perpetuate and keep the same things going? And that is true for state leaders. I think the community colleges can be a great place of standing up for the community when they need. But will they do that? I do not know. I like to think at Board of Trustees could be pretty cool radical, if they are elected from the community and represent what they need. I would like to think that could happen in that way. But like all of our elections, it is probably a lot that impacts who if getting elected. I just talk too much. I need to learn how to say less.
APPENDIX G

Role of Community Colleges: Data

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<td>First, I would agree with the supposition that role of the community colleges, you know, almost had a cooling out period. They were, I wrote a paper on this a long time ago, I do not have it with me. Community colleges are really extensions of high schools by their charter, and as such they adopted much the same framework. About how they put people in a certain type of career and/or education trajectory buckets so they predetermine in whatever biases that they were people should go. So if you are good working with hands you are going with the trades and that's your only destiny, never higher education, never transfer to four years, public or private. So that model has always been challenged, but now is beginning to be broken up. Part of that is Student Success Act is really talking about completion not just access. But you are right; part of the conversation that needs to happen now regarding the workforce development is again. I see for example well intended individuals who are really promoting jobs versus careers, and much of the folks that are promoting this is because there is money and sometimes there is a perverse incentive. I think it is, but it's how the people are geared to go college, and how the community colleges can have a broader role rather than chase the money in terms of workforce development. Everybody I see in the workforce development conferences don't look like people of color, and so again I get that extenuation of high school where folks are dictating the career path to folks because there is money and you are trying to satisfy this perverse need over here versus what is best for the student. And that best for the student can be multiple options. So you have to hold people accountable when giving the money. What's going to be the outcome of your contribution, what are you expecting, well, we want to train workforce. Okay fine, but what is going to do in terms of helping the local community and also the community colleges from which these students come. I just had a conversation with a private four year institution that wants to have a partnership with us, for them clearly they are trying to figure out how they grow their enrollment. So my response to them was so why should we participate. What's going to be in it for our students other than them come into us, moving to you and getting a degree? Unless there is some kind of buy back or payback for the community. Are you going to be setting up for example a Clinical Center in our community that we can co-own and operate to serve the community? So you have to go after multiple streams of money, but. we have to be careful about their motivation for giving those funds, we need make sure that there is a commitment that there is a commitment and responsibility back to the institution and community that that institution serves. Otherwise we delegitimze our role as community colleges, because the community colleges are really the people's college. Unless the community colleges are able to turn that money back to the communities to find new sources of options for our students.</td>
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students and the communities in which they reside then we are becoming just a factory and a feeder for the postsecondary, CSU, UC and/or corporate enterprises. So we got to change that model.

The limit of scalability is the economics of scalability. I think there is going to be some resistance, but I think what we are finding is that even those who maybe on principle would have resisted, now know it is an issue of self-preservation, that if community colleges can't figure out how to be successful with students of color or marginalized populations, the need for community colleges is going to disappear. Or we can retreat to become junior colleges but that would assure the scaling back of CSUs and UCs. Both of them if you look at the politics of them, have more leverage than community colleges. We may be cheaper, but we do not have the political levers they have.

Community college are unique in the California configuration, the availability, accessibility of community colleges, the number, the number of students that we serve, this is my primary reference point. And I have to confess ignorance about systems outside of California, to the extent that I do not understand the same way that I understand California. In California, we are I think the bridge to maintaining a middle class. We know that students with only a high school degree will really suffer in an economy that is based in on skills and knowledge. We know that students of color are more likely to be passing through schools that are underperforming, especially in math/sciences and some of the leading areas of the economy. It's a huge hole to fill, but I think we are trying, we may be the only organization filling that hole, the transitioning of students, and that is not to say that we do not get greatly prepared students who come to us also, and we also get students what could have gotten straight to a four year school, we get students that are not economically challenged, by in large I think the real success of the organization as a whole will be can you take the student who is underserved and who may be under resourced and can we do a Herculean task of bringing them to preparedness for degrees/certificate and transfer. And maybe it does not happen in the first visit with us, in fact maybe they are a failure in the first visit with us, but somehow even if they are failure with us, we will be the organization where they would turn to, if it is not even if incarceration or public welfare.

I think that it is our mission and the mission of the college is to provide students with opportunities, and certainly opportunities to gain a degree or certificate. In many instances, right now one of the things that are coming up, or something very hot is CTE; CTE programs. CTE programs can lead to a certificate in a relatively short time, which allows students to put in practice what they have learned very quickly. And be able to get a job pretty quick. I understand that the path of education is not for everybody, meaning that not everybody wants to be in school for 8 years and get a degree, and go to another degree. Some people are very happy just getting a certificate and going to work, perhaps, taking classes here and there to keep up with the industry. And that is part of our mission and it is part of the culture of our community colleges. We are so diverse. [DB] And you talked about how money is providing some perverse incentives. From your experience, what resources are needed for community colleges to accomplish that role and provide the right incentives?

The way it is right now it may push people to just go after the money. And I will tell you counselors when we did our training, because we did an upgrade in the system, and we changed the codes that they use when they see a student.
And part of the assessment that I did prior to the upgrade was to look at what were they doing? What kind of codes are they using? Did we even need anything? And how I came up to this because we did an assessment and looked at the data, there were thousands of codes such as “somebody saw Mary because of”; just a comment, so not tracked at all. Athletes; “Met with the student”. But it was not picked up anywhere, right? So it seemed to me that people had the ability to create a code or a comment without attaching it to “met with student for a plan” or anything like that, and so we were not reporting. And so, that became a huge issue, because I said: “Wait a minute, let's look at our data”. When we looked at our data we looked that the number of SEPs that we reported for the previous year, so that would have been 11-12 year, I believe, we found out that we reported something like fewer than 500 SEPs for all colleges. And I said “well, okay”. So then, I asked colleges to generate a report from another system to see what the numbers of their respective SEPs were. One college alone had completed 3, 000 SEPs. So, our discrepancy in the data, so right now it would not matter but in the future will matter because we would be funded only based on 500 SEPs and we will be hurting. So we went ahead and did the upgrading so that everything would be captured. The system was outdated. No upgrades were done since it was originally we implemented the system in 2007. So, we did the implementation to an upgrade and we created a list of codes that would connect to SSSP. And we did a training and we said that these are the the codes that we are going to use. Yes, they sure they can write comments, but they have to select the codes. What I was getting at is that in some ways the conversation became about “Oh, wait a minute, if this is about funding, how can we? And it ended up being “select as many codes as we need”. So, in some ways it becomes like “let's maximize the reporting”. But let's think about the student, really. How are we helping the student? You know. But in some ways it becomes that, when we frantically trying to make sure we get enough funding. Make sure you select it, make sure you do this and that. And in the end, we lose touch with what is going on with the students and the issue of how this helps the students. In some ways we lose touch with the student.

Yes, at least the classes that they would take would not be a college level class. Because it is not necessary for it to be a college level class. These classes are simply giving them the basic skills so that they can step into college. I am not talking about taking away basic reading and writing, because these classes are preparing you for transfer level college classes. So, this should be for students who have challenges in basic skills. I think it should be an assessment for all students, whether you are college level student already and then you can either be referred to an adult school or you can actually step into college. I think in the long run it will make a student feel better and they will spend less time in community college. But a community college should not only be a transfer but it can be a training ground for students who do not need a four year degree. It has to be upgraded, some of the technical classes that we have or AA degrees that we provide, and they should really be updated to align with the needs of the community and the industry.

It is crucial. Given the number of students, the low costs and limited spots at the four year colleges' students will come and start here. I think community colleges are capable of being more nimble and more integrative in the short run, because they focus on a particular let's certificate, or degree, or job path. They can change direction more easily than other.
institutions. It's not easy, because it is going to take a minimum of two years to make anything happen, but it will take longer at another structure. So, I think part of the value of community college structure nationwide is its ability to focus narrowly and yet to be agile enough to able to shift focus when the world tells you it has to change. Like right now there is Amelia computer software who wants your job as an assistant, we do not need that person to do assistant anymore. We need him to do something else so let's find out what is it that you really want to do and how do we find a job that works for you so that we can be successful and we can be successful. We do not need you to do that thing we have a commute we have a computer to do that. That requires an agility, shift quickly, computer technology [slapping fingers to indicate a faster pace], today we got Amelia, tomorrow we are going to have Hermione, and she would be able to manage twelve times as much as Amelia is going to handle that means that there are twelve fewer people needed to do that thing. What else what would they do. We know that there is a lot of work to be done, if we just spend our time lifting up the world that would be more than enough to do.

I think it is common sense, and it is to me unbelievable that we do not recognize how vital community colleges are to our nation, to our competitiveness. Most of our students of color start at a community colleges. And when you have populations like the Latino population in the state of California, with the tremendous growth in the population, and yet we are not serving the Latino population adequately in the education system it makes sense that we are losing our educational competitiveness, and we are seeing incarceration rate and all of that. The straightforward answer would be to change our funding formula, like give more funding to community colleges. But this is an easy answer to give. To folks like you and I, it is like it “makes sense”, “okay, how do you not fund the community colleges at a higher rate when it is in front of us how vital community colleges are to our educational system?”

Well, I am not overly knowledgeable about community colleges in other states. As an example, just to list it as an example, I grew up in Ohio and it was not community colleges per se, but there might be a few today, but what was more off were branch campuses of an university, and you could go to a branch campus for two years typically within driving distance for a lot of students, and then go to the main campus for the final two years, not only to get you connected but also to help financially. So, in terms of community colleges, I am more knowledgeable obviously about California, and I understand the methodology. I do not agree with everything in that exists today in a variety of ways, but I agree with having community colleges, having a place that is kind within driving distance, walking distance, whatever, so that a student can go to school, still hold a job, still have a family, can be right there, the change is” “I am going to do to college”, and it provides a unique method in my mind for going to college. Another thing that enters my thinking is with this dual enrollment and things that are being talked about providing greater outreach to the high school, and not simply to high achieving students, but to other students, that's why I mentioned Rochelle Perry because her research is on dual enrollment and what it does for underrepresented students in CA. And it is not necessary to help the student complete the college degree by senior year, but somehow to create a pathway from high school, where they take some courses and begin to see that, there is a reason for math, there is a reason for English, that's not just I am taking the class, I am doing my homework and I am turning
it in, but rather it gets related to job skills and things that you are going to use beyond high school and that there is more than high school, also that there is this pathways and by building the pathway with community college, because it is more of them. I is not like a major university having to deal with 110 high schools (I am making that up) that maybe you have five high schools at the local community, so those pathways for students that community college provides in my sense more services than say a university might be providing or a four year school to a student, so that even with the student success thing that you are going to do certain steps. Colleges and universities are not really of that kind of structure in my opinion, and I do think that there are a significant number of students who need that kind of so to speak hand holding, because they did not learn that in high school., again my Pathway thing will help. But, I do think that these kinds of things when you make certain services available to students. You begin to help them understand what it. Means to be in colleges, to success in colleges, what kind of classes, how do you even explore what they might be interested in, and I think we do that well in community colleges. “We have got some methods”, I am saying it as a quote so to speak. that would help you understand what you are really interested in” I think of thing that we got the Career Center where they take these online exams you take these little online exams that ask” have you ever thought about for these reasons?” But there is a different kind of focus at community college to do that sort of thing and then prepare students to go to something bigger, but even in preparing them to go to something bigger to get them the tools to begin know how when they get there to being searching for what does exist there. May be is not somebody that will lead you there, but may be so need to find out is they got some , tutoring center that you would not think that university must have they have got some kind of study groups that you would not think about or that they have got some kind of mentorship program. I think that the community colleges for that reason provide something to students that need to develop certain kind of skill sin addition to the subject matter. That is why I would be back after that cognitive and affective domains, are we reaching out to both and I think good community colleges do they got strategies for how to get to those areas in the students' brain and to provide the linkage. I think there is even some value that community colleges can do to reach out to students and say you need and tell you need to become more involved and become a student leader

Well, I think that community college become the affordable alternative for many families, because higher education costs keep going up, and community colleges, certainly in California, not all over the country, but certainly in California, continues to be an affordable option, and not only is affordable but the quality of education is as good if not better than you get in a four year institution. It is said that, let see if I get my statistics right, 60 % of graduates of CSUs come from community college, so they become more successful in the four year institution after having experienced community colleges.

So, I think the role of community colleges, is what I just said, but is also a moving of foot of community colleges to offer baccalaureate degrees, and that is probably a future in that, although there has been some resistance from state universities [CSUs] and UC system, but I think is an idea that if it proves successful at the pilot stage, you will probably see more proliferation of bachelor degrees in community colleges, which is not a bad thing, because all that is, is more education, and the the more education that we can provide.
people, better equipped they are not to not only be employed but to participate in the society out there as educated and intelligent human being and citizens.

I am a firm believer in the community college mission of open access, but I see it closing from its original mission.

We are the key, because we serve the greatest number of student who would be considered underserved students in the United States, who want to attain a higher education, who if we did not exist or have the mission that we do have of open access, their opportunity to higher education would be blocked. So, I think is key. And the other thing is to me, when community colleges first came around in the 60s, when the district really started popping up, we used to have the part of the mission, we had a more balanced transfer as well as CTE perspective, and the CTE perspective kind of went way and it has not been sustained. But, I think there are some excellent careers on the CTE side that are viable paying careers particularly for underrepresented students. They do not necessarily get the same opportunities I think that a lot of people did when the community colleges first started. And, it is not that I am a CTE person. There is a nursing student that came to see me couple of weeks ago, he came here in 2008, he is an ex offender, he was really kind of gang banger, he went to the predominantly Black Institution Grant Program, and he learned how to become a college student, he learned how to study, because of the services that we are nurturing and understanding. He got his record expunged, he graduated from the community college, he transferred and he got his BSN, and he came back and saw me and he said Dr. Moffatt “I now make a 106,000 a year and I have a mortgage and you know my kids”. You know, and he says “I did not know that 106,000 only actually translate in only 70,000 that are actually get”. And the thing was that he started in 2008, and this is 2014, so he went from. So this is what I am talking about these types of CTE. He still transferred but he transferred in a viable career.

I think community colleges are perfectly situated to address the gap between, on the one hand our mission which is to transfer and for students who would like to go to 4 year institutions, we are cost efficient, and we are readily accessible, and, we have our policy has changed to direct us with AB [Assembly Bill] 1440 and 1456 which says that you have to a common transfer curriculum and CSUs you have to accept it. That was a law that mandated that we do that, this is what I mean about the federal and the state having influence. So on one hand, the policy made us, it didn’t make us, it really made the CSUs, we really tried to do that, it made 112 colleges in CA “get into the same sheet of music”. And UCs, CSUs, more so CSUs than UCs, if they all get into the same sheet of music and you accept it from one you are accepting it from all. We are uniquely qualified to be able to be successful when they do transfer for those students who need a little extra to raise that GPA, to be ready to be prepared when they transfer.

The other mission is to really be economic engine for our local communities with our CTE programs. Not everyone needs a four year degree. There are some very high paying technical jobs, in bio tech and technology. They now call it ECT, which is, I think I got it right, which is, CET: Communications, Electronics and Technology, so that includes the engineering, the communications, the marketing, and the technology skills. You do not need a four year degree. You do not really need that. So, that is our other thing, is to be an economic engine for our local businesses, so if they need a particular skill, or if there is a burgeoning economy for something that right now it is not training,

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working with them to develop that training, creating the skills or enhancing the skills even creating the curriculum so that we can continue to support that economic development.

The other mission it so help our citizenry become more democratic, to learn those basic skills that we think that everybody should have, those reading, writing, and computational skills. These are the missions of community colleges. It is not the emission of CSUs. It is not the emission of UCs. The fours year kind of CUS are for teachers' colleges, industrial technology, civil engineers, for people who might want to go into teaching with liberal arts, they were never research institutions, however, now you have research institutions like UC Davis working with CSU Fresno to offer an Ed.D career. Now we have the passage of a Senate Bill that allows community colleges to offer four year degrees. So, there is a blending of that. But our core missions are those three things, and we are uniquely situated to do that

Community colleges; the affordability, such a big difference when students can pay 1500 versus 8000 what would be for CSU or 13 000 for UC or more. So not only helping them with the first two years, but helping them see the financial aid that they can receive, the different grants, because there is a lot of resources here for many of our underserved students but just knowing what they are

Yeah, one of the things, especially through the research that I just did, I think it is fundamental is that community colleges need to embrace the community part, and that to be connected to the communities. And I looked at that in terms of presidents and chancellors sort of knowing being connected with their communities and what students are experiencing, not only student that are existing students but the potential students too, what is happening for the 9th and 10th graders, or to a person who is a single parent. With kids, or whatever that is knowing with that is happening. So I think that connection to the community is fundamental, and not only to connect with the Chamber of Commerce, but connecting with community based organization, and that is true for as much as possible for any of those campus leaders, and it is not always as easy for someone that is a faculty member to some one that is an administrators. who is already should be there out connecting, and one of the people that I interviewed, that I would work for in a heartbeat if he asked me, he talked about his role, the phrase that I took from him is that he gained this citizenship in this community that is not part of his ethnic background, but he really dedicated himself to get to know the issues and supporting these issues and he felt is that this is what took for him to be a good representative…. This is what it took for him to be a good representative, to gain citizenship in that community, how could they possibly know what folks are experiencing if he is not interacting on many different ways and really working on those issues.
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