Questions for Discussion:
- Identify two student success efforts that have taken place at your college (one that has been successful and one that has not) and address the following questions:
  - What were the key features that made one work and the other one fail?
  - In each of these, what strategies and actions were undertaken to bring together all those affected by the change and to engage them in the design and implementation?

Process:
- Write individually 3-5 minutes on the questions above.
- Choose one person to talk to for 3-4 minutes each.

SOME PRINCIPLES OF EMPOWERING BROAD-BASED ACTION

Buy-in Is Necessary

Obstacles
- Skepticism - this initiative will pass without any real change.
- Fatigue – “We have so many changes going on I can’t keep up with them.”
- Avoidance – “If we wait long enough, it will all go away.”

Solutions
- Show the research.
- Use student voices whenever possible.
- Focus on student equity - and the data that shows the reality of the situation.

Beyond Buy-in: Need Engagement

- ASCCC President Julie Bruno: “Pathways land squarely within the 10+1.”
- Students have much to gain, but so do faculty.
- Instructional and counseling faculty need to be at the core of pathways work; this is their field of expertise.
- How can we motivate faculty and staff to engage with “yet another initiative”?
- Need to engage the staff who are involved in the infrastructure that will be required to implement GP, i.e., website, scheduling, etc.

Timing Is Important
- Many players need to work together; expect a learning curve (ex. counselors and instructors).
- How do we expose ourselves to the research literature identifying non-academic learning factors that are the root cause of our failure in higher education to increase the graduation rates of the bottom-income quartile?
- Efforts need to be faculty-driven beyond the representative groups - who are the thought leaders, who at your college are doing innovative work that faculty trust, etc.?
- Administrators need to empower and support faculty efforts - there need to be faculty-only forums to air ideas and issues. Some faculty will not speak if they feel exposed.
Expect Challenges
- Flexibility is essential - learning requires making mistakes; make mistakes as fast as possible, but do not make the same mistake twice.
- Anticipate problems and, whenever possible, have a plan B.

Evaluate Regularly
- Change what isn’t working - determine what to measure and make changes.
- What you measure should be valued.
- Everything must be transparent - when GP is discussed in Cabinet and other forums, invite faculty leadership.

Change Is Difficult: “Levels of Grief” and Crossing the Chasm
- Grief: denial, anger, internal struggle, acceptance
- Crossing the Chasm: early adopters, later innovators, crossing the chasm to widespread adoption

CLOSING

Discussion:
- Revisit your writing from the beginning of the workshop and reflect on what you could have done differently.
- What have you learned in this breakout group?
- What if anything surprised you?