



michigan community college association

LEADERSHIP ACADEMY

LEADERSHIP TRAITS TO DRIVE CHANGE

March 21, 2025



WELCOME BACK!

AGENDA

Friday, March 21, 2025 – Day 2

TIME	AGENDA ITEM
8:30 – 9:00 am	Networking Breakfast
9:00 – 9:15 am	Welcome & Day 2 Overview
9:15 – 10:00 am	Leadership Insights Championing Equity & Success in Michigan’s Community Colleges
10:00 – 10:30 am	Striving for Equity as a Core Component of Leadership
10:30 – 10:45 am	Break
10:45 – 11:30 am	Activity and Discussion: Striving for Equity as a Core Component of Leadership
11:30 – 11:45 am	Day 2 Debrief & Reflections



MODULE 2 FACILITATOR



Dr. Kimberly Hurns
She/Her/Hers

Vice Chancellor of Student Services
Oakland Community College

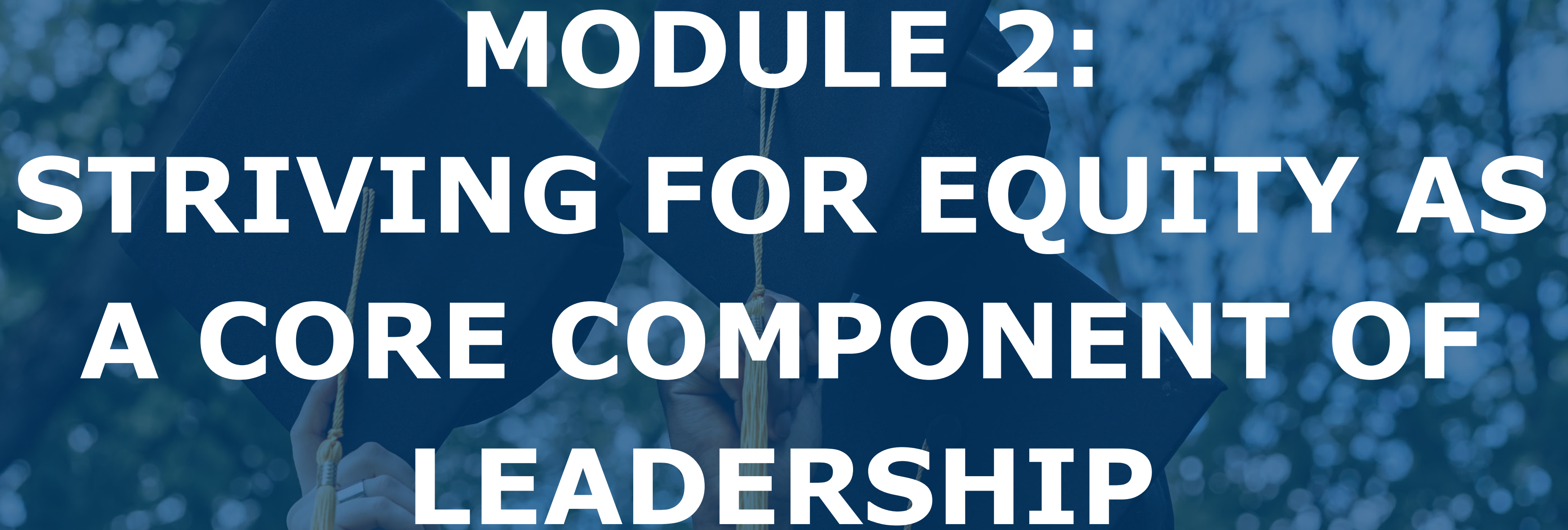


Leadership = Learning

It's always hard but most days are extremely rewarding

- **You are always being stretched, lean in to it.**
- **Pivotal points (i.e COVID) change you the most.**
- **People skills are much harder than budgets.**
- **Situations are different, leadership should be too.**
- **Curiosity (why) is a tool not used often enough.**
- **Micromanaging is not bad.**





MODULE 2: STRIVING FOR EQUITY AS A CORE COMPONENT OF LEADERSHIP

Facilitated By Dr. Kimberly Hurns
Vice Chancellor of Student Services,
Oakland Community College

MODULE 2 MODULES OBJECTIVES

Examine why a sustained focus on equity and excellence is a crucial element of institutional leadership

2025 FEDERAL CLIMATE

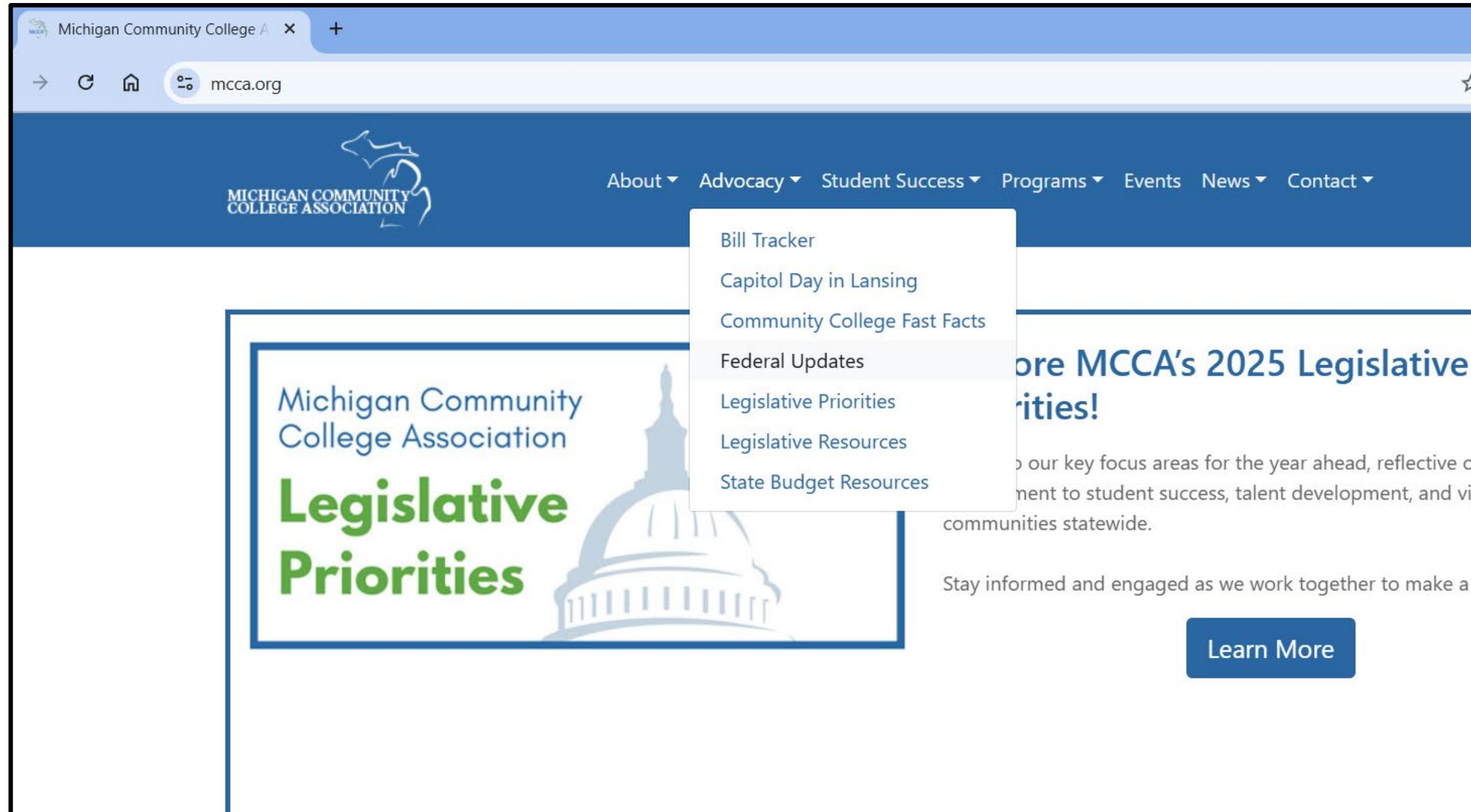


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EXECUTIVE ORDERS, DEAR COLLEAGUE LETTERS, OH MY



TAKE A BREATH...MCCA RESOURCES AVAILABLE



TAKE A BREATH...MCCA RESOURCES AVAILABLE

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Federal Updates

In January 2025, the new leadership in Washington D.C., including the president and Congress, began rolling out memos, regulations, and executive orders that could have an impact on work being done at Michigan's community and tribal colleges. Please keep in mind, interpretation and enforcement of these actions remains uncertain and may be affected by future court rulings. This page will be regularly updated with important information and resources.

As reference, the ACCT Now piece explains what an executive order is and gives an overview of President Trump's initial executive orders.

The following is an abbreviated list of President Trump's recent executive orders and memos that may or may not be of relevance to institutions of higher education. It is important to keep in mind that while President Trump's executive orders are in effect, departments and agencies still must issue public guidance detailing the implementation of such orders. Guidance from the departments and agencies would provide a clear view on the impact these executive orders would have on institutions and students.

Bill Tracker

Executive Order: Ending Radical And Wasteful Government DEI Programs And Preferencing

Capitol Day in Lansing

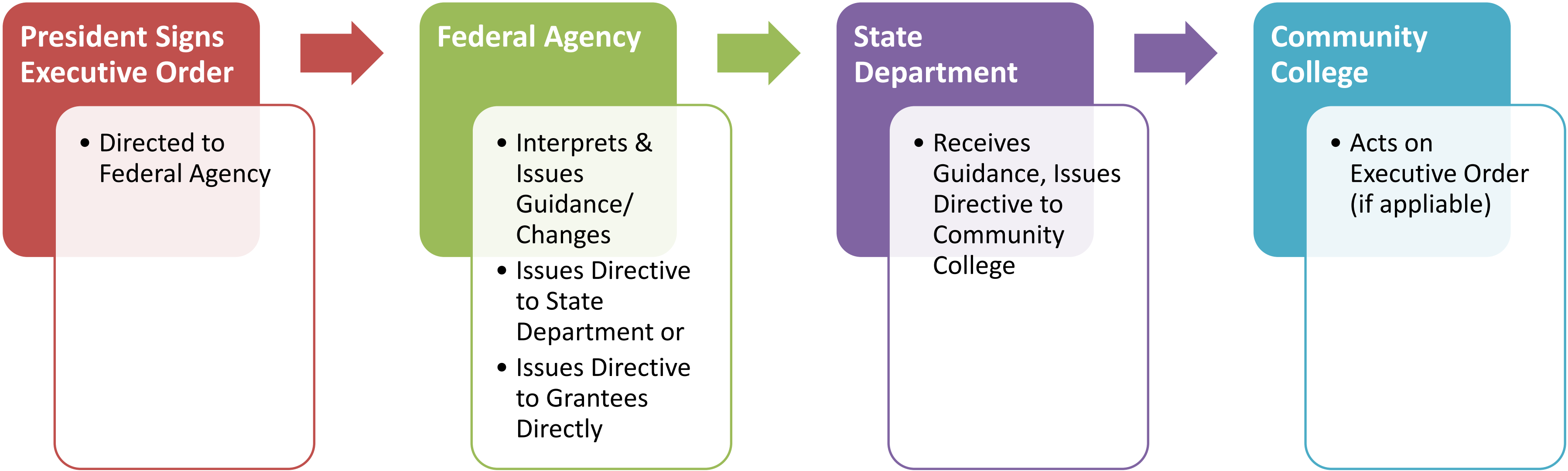
Executive Order: Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government



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ORDER OF CHANGE



Take a Breath, Change Takes Time



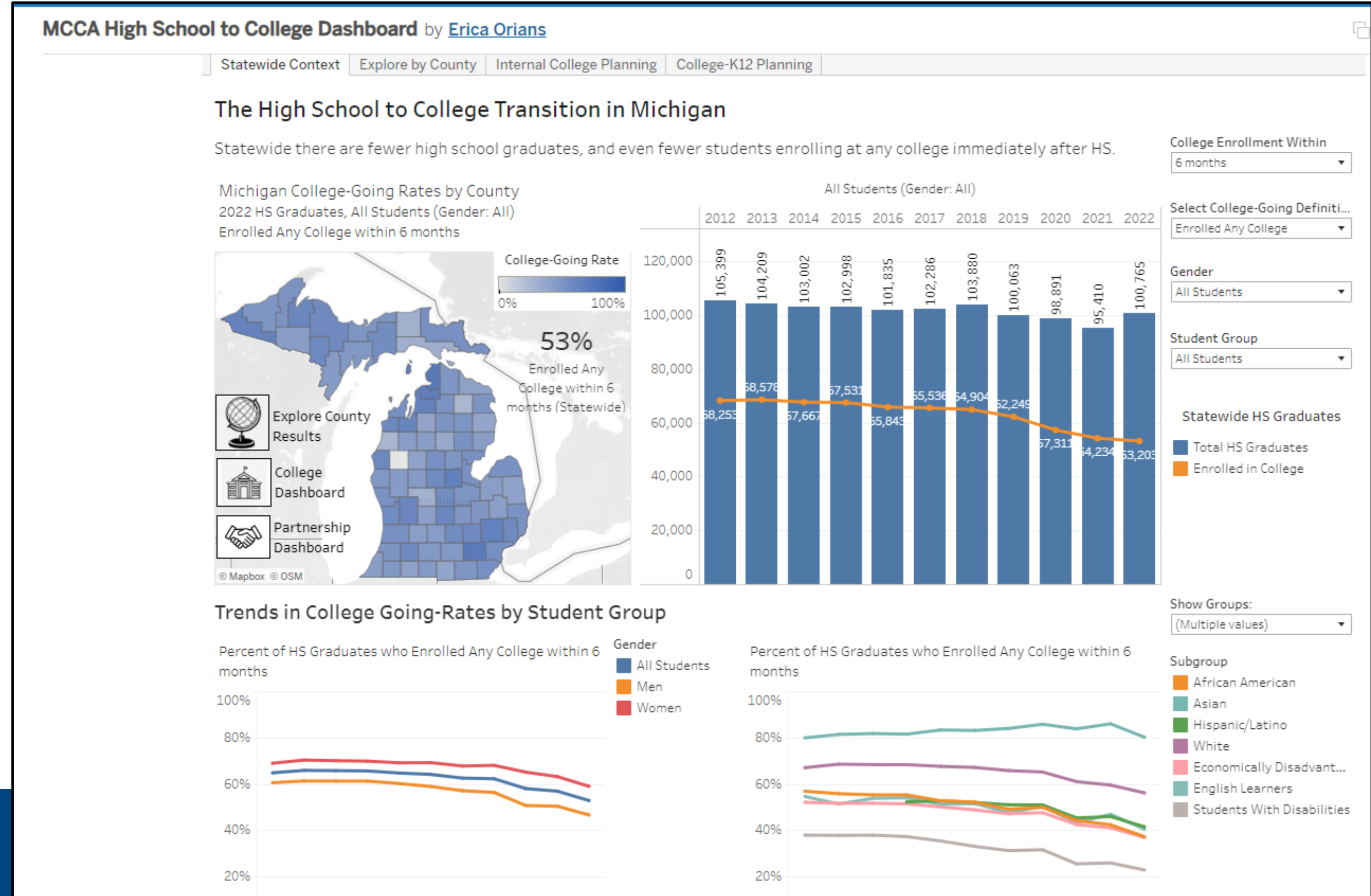
CHAMPIONING EQUITY & SUCCESS AT MICHIGAN'S COMMUNITY COLLEGES



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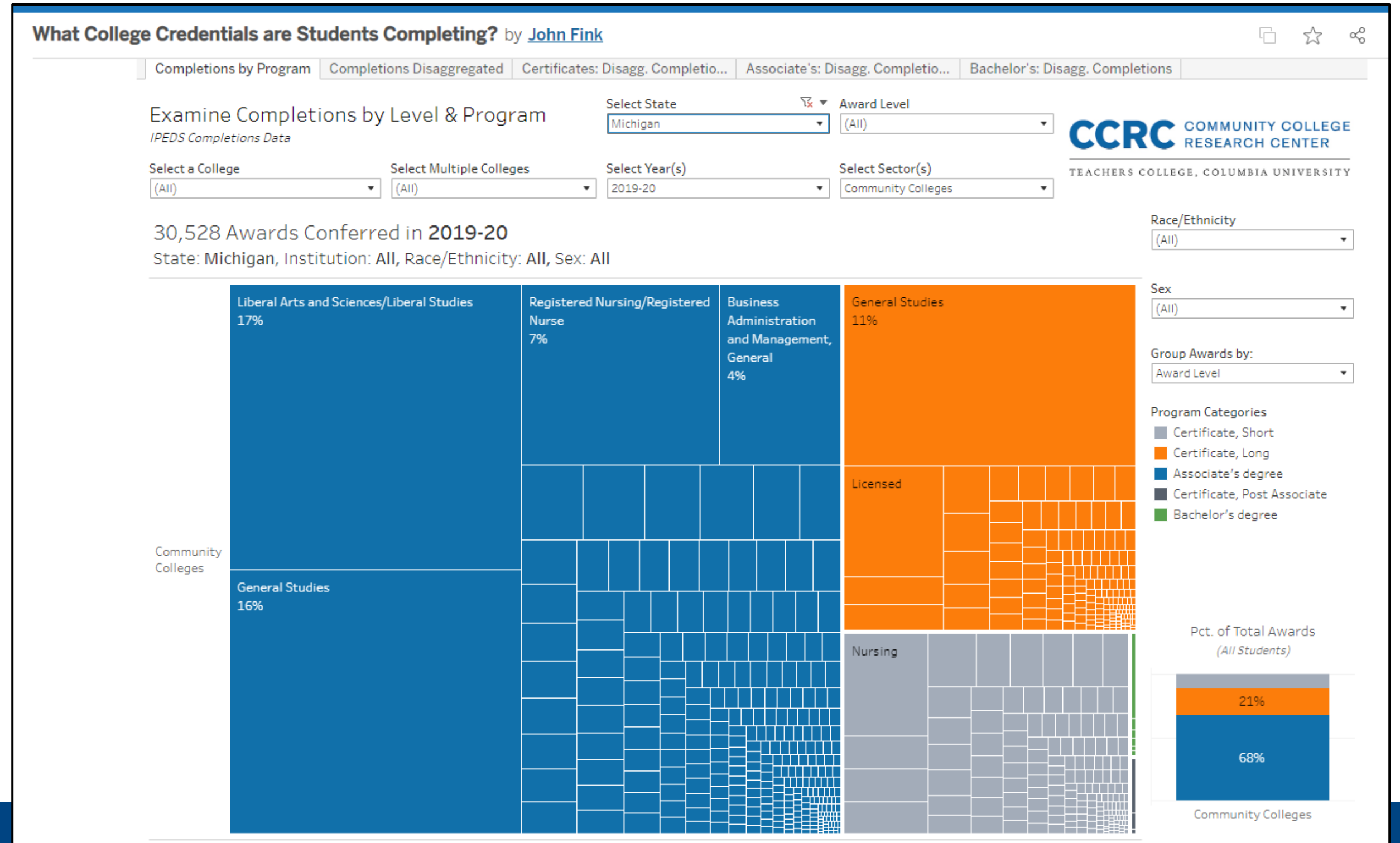
CHAMPIONING EQUITY & SUCCESS AT MICHIGAN'S COMMUNITY COLLEGES

Building Back College Enrollments Dashboard



CHAMPIONING EQUITY & SUCCESS AT MICHIGAN'S COMMUNITY COLLEGES

CCRC What College Credentials are Students Completing?



**DOES YOUR COLLEGE HAVE AN ACCESS OR
SUCCESS CHALLENGE?**

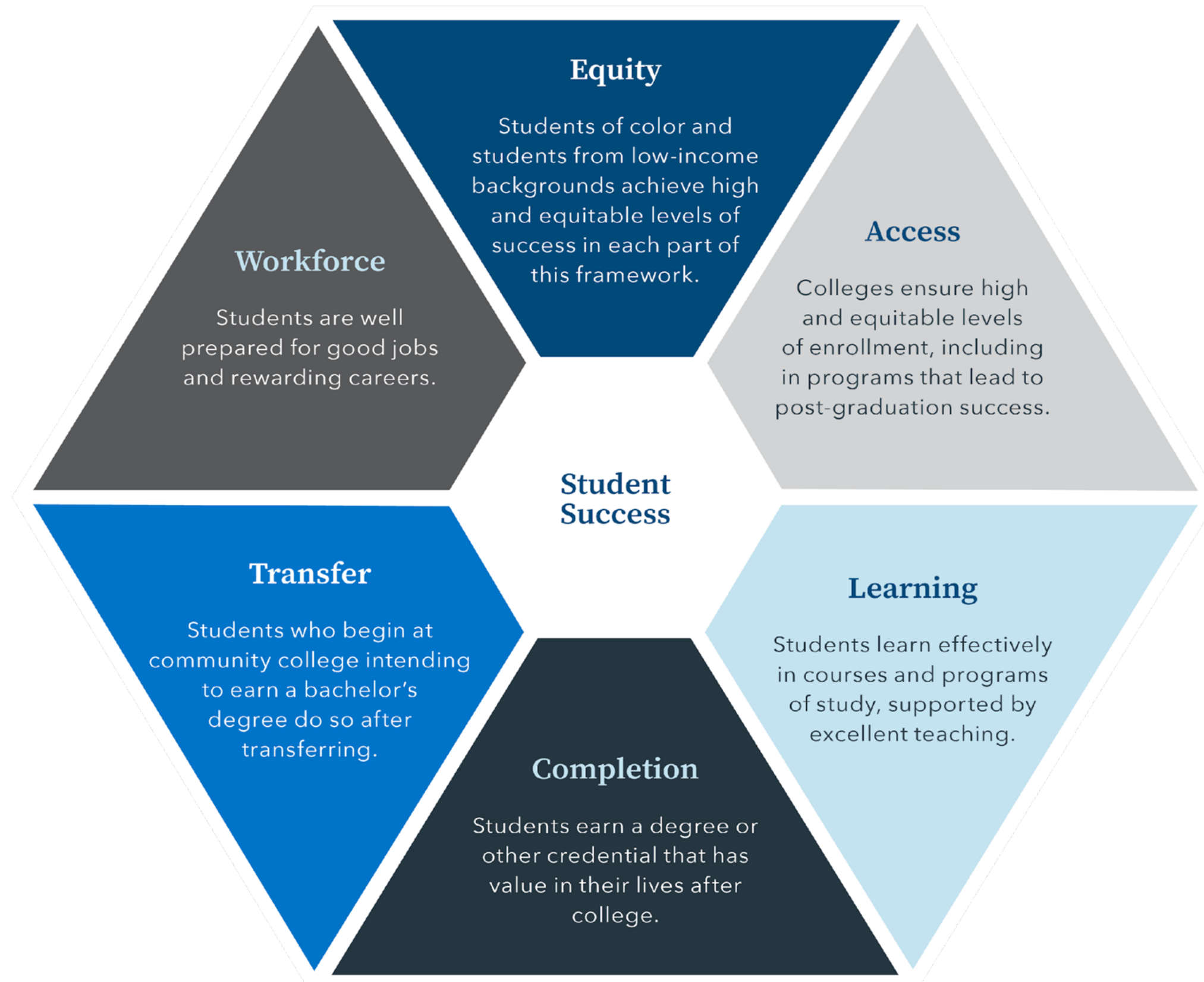


STRIVING FOR EQUITY AS A CORE COMPONENT OF LEADERSHIP



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EQUITY IN STUDENT OUTCOMES

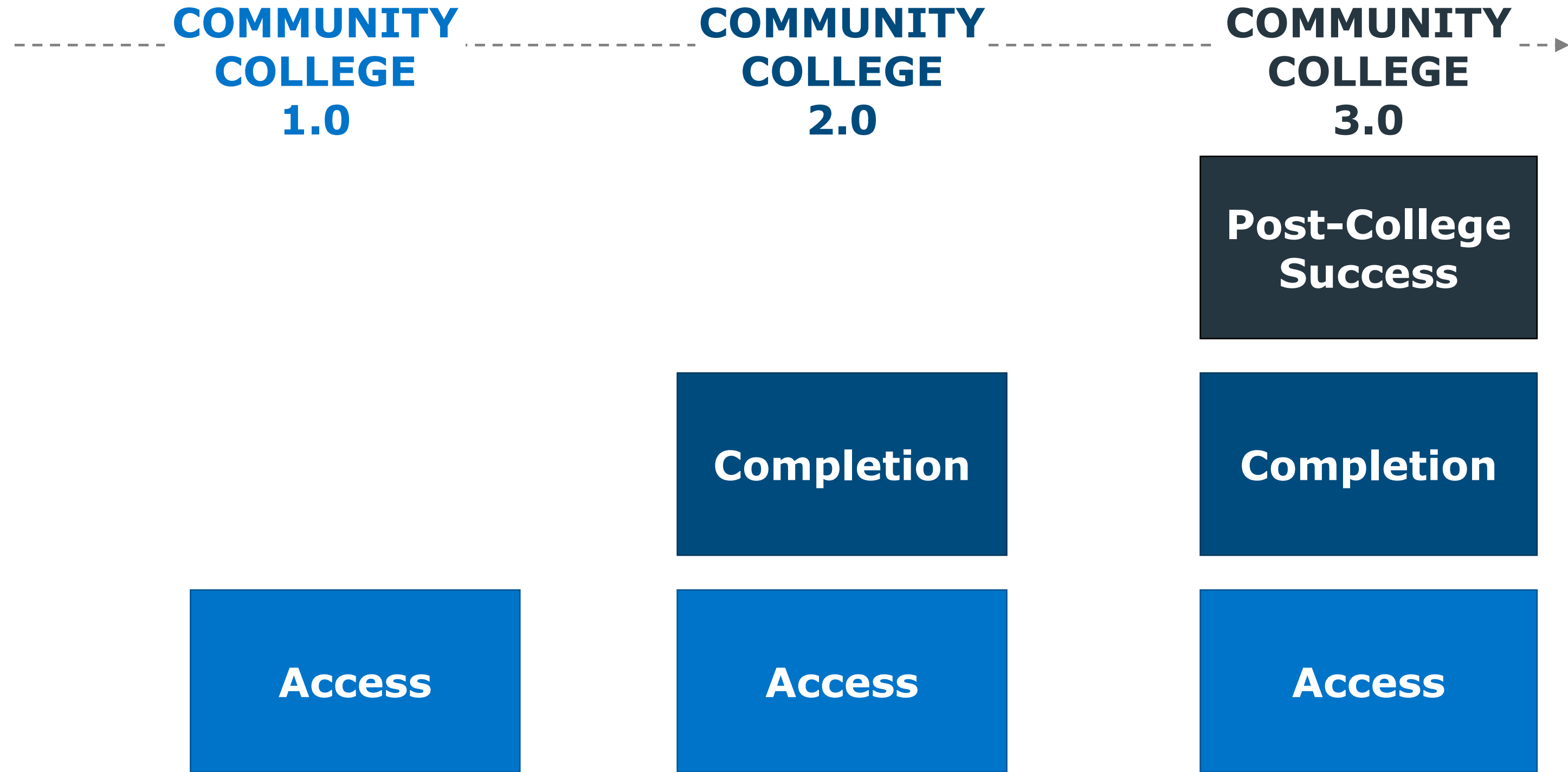


To achieve **excellence and equity** in student outcomes, college leaders strive for equity in each area.

What does that look like in action?



EXCELLENCE AND EQUITY IN POST-COMPLETION SUCCESS



Unpacking Equity in Nursing Programs

Case of a High Wage, High Demand Pathway

- **How strong is the focus on Nursing at your institution? Resources? Support?**
- **What are the requirements for access to these programs? How does it limit diverse groups of students?**
- **What requirements of these programs challenge student success/completion?**
- **What unique costs does your school have for these programs?**
- **What are the transfer implications for the BSN?**

Think about the high-impact practices that are structured in Nursing programs?



STRIVING FOR EQUITY AS A CORE COMPONENT OF LEADERSHIP

Leaders striving for equity and excellence in transfer and bachelor's attainment may ask:

Transfer: Equity Considerations



- How many students (by race/ethnicity, age, gender, and income level) transfer to a four-year institution, and how many attain a bachelor's degree? Is there a difference across student groups?
- Which students—by race, ethnicity, income level, age, and gender—enroll in and graduate from pre-major associate degree programs vs. general studies/liberal arts pathways?
- Do transfer partners monitor their data for equity in enrollment and bachelor's attainment? Do external partners understand the link between transfer and equity goals? Is it a priority for them? Why or why not?
- What resources are dedicated to increasing equitable outcomes in transfer (for example, through a transfer leader/backbone, increased advising, faculty time to collaborate with four-year partners)?



WHAT IS THE DATA FOR TRANSFER STRATEGIES?

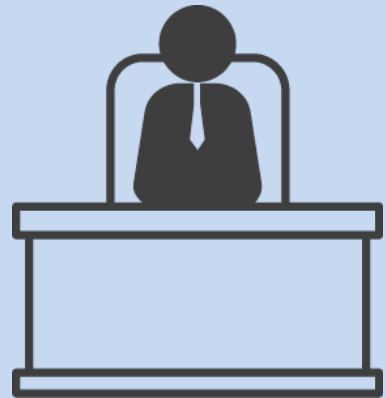
- Valencia College – Direct Connect
- What is the transfer strategy at your institution?
- What is the impact toward Community College 2.0? 3.0?
- **How hard would it be to change from a focus on articulation agreements?**



STRIVING FOR EQUITY AS A CORE COMPONENT OF LEADERSHIP

Leaders striving for equity and excellence in workforce may ask:

Workforce: Equity Considerations



- Where are the disparities in educational and economic opportunities in the service area (e.g., racial, socioeconomic, gender)?
- **Which groups are most/least likely to be enrolled in programs that lead to good jobs in our region? Which populations experience poverty? What patterns do you see—across gender, race/ethnicity, and income—among students who enroll in programs that align with jobs that lead to a family-sustaining wage?**
- What are the labor market outcomes for program completers?
- Do our program review processes and advisory boards examine reliable and actionable data on equity in graduation rates and workforce outcomes for graduates?



Workforce Development Programming

- How is workforce structured at your institution?
- What are the disparities among student groups at your institution?



“I asked our students to design the perfect college for them, and the two things they kept identifying were people who would help them and people who would care for them. What our students need from us is strong academics, but wrapped in the personal. And there is nothing more personal than love. As a college, we’ve committed to loving our students, because that is what they need most from us.”

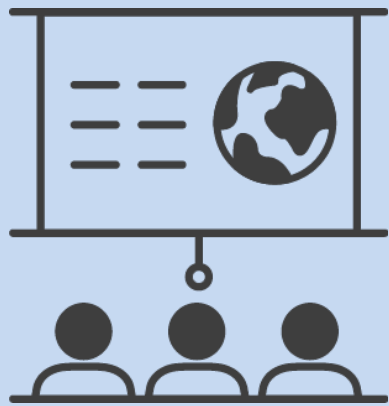
—Dr. Russell Lowery-Hart, former president, Amarillo College



STRIVING FOR EQUITY AS A CORE COMPONENT OF LEADERSHIP

Leaders striving for equity and excellence in teaching and learning may ask:

Teaching and Learning: Equity Considerations



- Does the college have an explicit strategy to improve student learning outcomes that includes goals for achieving equity in learning?
- Which student populations have the highest and lowest rates of success among students who are required to take a college-level math or English course within the first year?
- How do course completion rates compare among student populations? Are these results different for gateway courses in popular programs? How are faculty and leaders responding to any disparities in course completion rates?
- What resources, professional development, and incentive structures are in place to support faculty in meeting equity goals for student learning?



Case Study: Odessa College



2021 FINALIST
**ASPEN
PRIZE**
FOR COMMUNITY
COLLEGE EXCELLENCE
aspen institute

Reforms:

- **Odessa's Drop Rate Improvement Program (DRIP)**
 - Faculty interact with students by name and meet with students one-on-one.
 - Faculty agree to four evidenced-based commitments to every student for improving learning outcomes.
 - Faculty leaders provide job-embedded supports and incorporate active learning strategies into their teaching.
- **Advancement Via Individual Determination (AVID) Program**
 - Faculty professional development designed to close achievement gaps through a set of social and academic skills and behaviors taught to all students.
 - New faculty take an initial AVID course; veteran faculty continue with an advanced AVID course.

Results:

- Successful course completion rates up from 83% to 95%
- Enrollment up eight years in a row



CASE STUDY: ODESSA COLLEGE



2021 FINALIST

**ASPEN
PRIZE**
FOR COMMUNITY
COLLEGE EXCELLENCE
aspen institute

Odessa's Drop Rate Improvement Program (DRIP)

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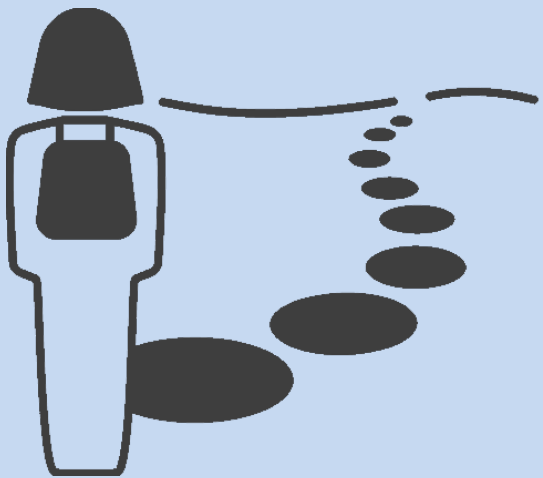
- Successful course completion rates up from 83% to 95%
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STRIVING FOR EQUITY AS A CORE COMPONENT OF LEADERSHIP

Leaders striving for equity and excellence in access may ask:

- Where are racial disparities in educational and economic opportunities in our service area? Consider college program enrollment as well as poverty and attainment rates in the community.
- How closely do enrollments mirror the service area's demographics? Who in the community is not enrolling at the institution? Why? And where are the now?
- Who at the college is enrolled in high-value workforce and pre-major transfer pathways? Are there disparities between different groups?
- What is the value proposition—that provides a sense of belonging, purpose and value—to underrepresented populations?
- How is the college leveraging external partnerships (K-12 and employers) to strengthen equity in access?

Access: Equity Considerations



STRIVING FOR EQUITY AS A CORE COMPONENT OF LEADERSHIP

Leaders striving for equity and excellence in completion may ask:

**Completion:
Equity
Considerations**



- What are the equity gaps in regional educational attainment?
- Which student populations have the highest or lowest rates of completion?
- Which students are attaining degrees in programs aligned to high-demand, highly mobile fields?
- Does the college have a comprehensive set of student supports in place to address nonacademic needs?



Case Study: Amarillo College



2023 WINNER
**ASPEN
PRIZE**
FOR COMMUNITY
COLLEGE EXCELLENCE
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Reforms:

- Eight-week courses
- Mandatory embedded tutoring
- Clear program maps
- Corequisite developmental education
- College-wide goal of removing at least one poverty-based barrier for every student

Results:

Over four years, the overall graduation and transfer rate rose 8 percentage points; the rate for students of color rose 9 percentage points



CASE STUDY: AMARILLO COLLEGE



2023 WINNER
ASPEN
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FOR COMMUNITY
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Context:

- 12,000 students in a suburban area serving a large agricultural region
- 50% students of color, majority Hispanic

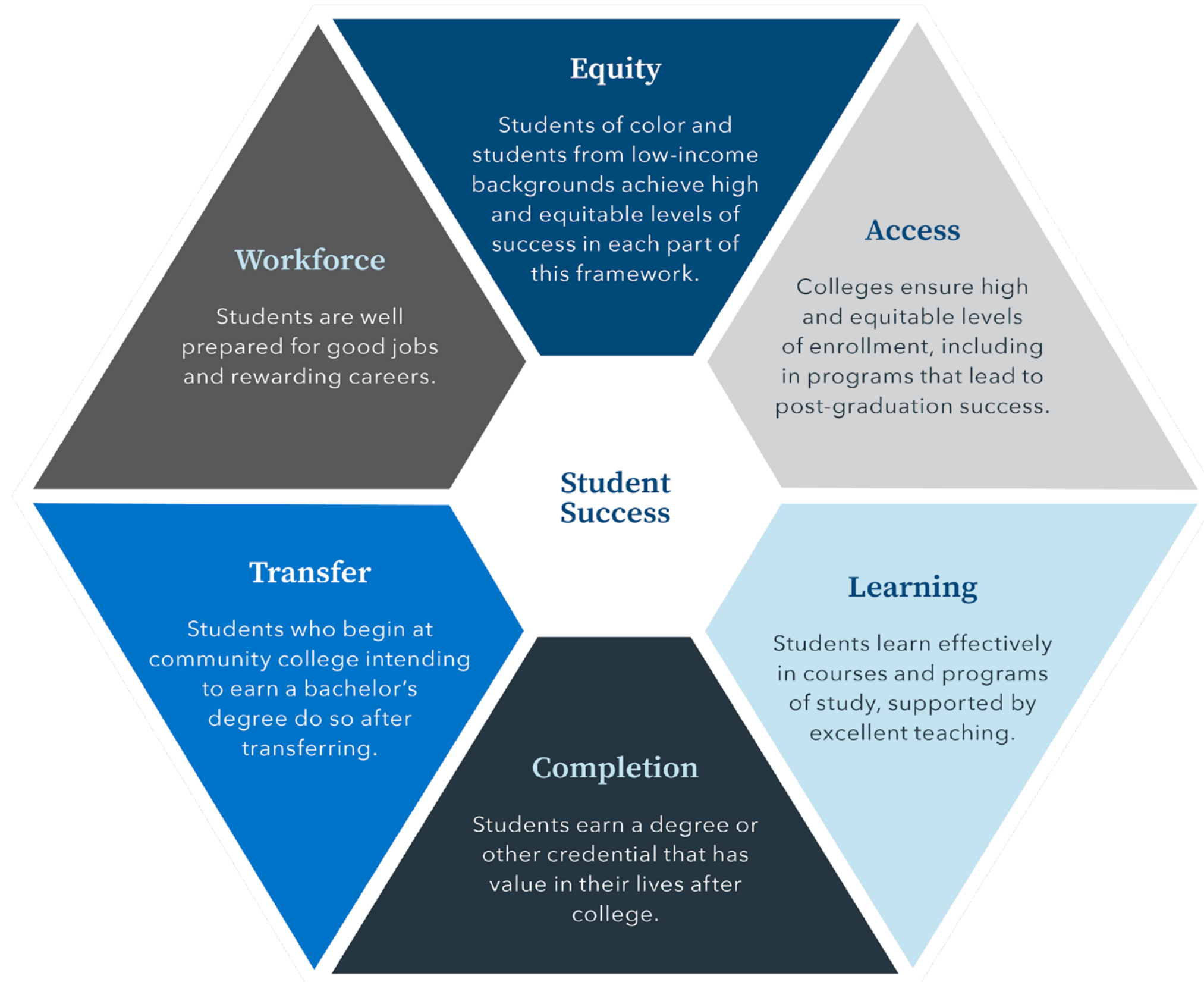
Reforms:

- Eight-week courses
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Over four years, the overall graduation and transfer rate rose 8 percentage points; the rate for students of color rose 9 percentage points

EQUITY IN STUDENT OUTCOMES



To achieve **excellence and equity** in student outcomes, college leaders strive for equity in each area.



BREAK

The convening will resume at 10:45 am

EQUITY ASSESSMENT TOOL ACTIVITY

Current Status	Definition
<i>Not Present</i>	The practice is not currently present nor are concrete plans in place to engage in it.
<i>Beginning</i>	This practice is present in isolated instances but not yet systematic or consistently implemented.
<i>Emerging</i>	This practice is present in a substantial number of instances, with plans to deepen or expand implementation and/or make the practice more consistent and systematic.
<i>Established</i>	This practice is fully implemented consistently, but some areas need improvement and/or further institutionalization.
<i>Advanced</i>	This practice is implemented systematically and consistently, at a scale/depth that reflects this as a core college priority. The college is an exemplar of this practice.

The Equity Assessment Tool provides an opportunity to reflect on your college's practices to strive for excellence and equity in student success.

Directions: Review your completed assessment using the scale of adoption to rate your college for each practice. If you aren't sure about an item, leave it blank or write a question mark.

EQUITY ASSESSMENT TOOL: INDEPENDENT REFLECTION



Reflect on the following:

- Based on the assessment tool, what does your college do well to strive for equity in student outcomes?
- Where are the opportunities for growth?
- What questions do you have about equity and student success at your college?
- What practices from Models of Excellence case studies might be adapted for your college?
- How do your takeaways about striving for equity connect to the leadership qualities from yesterday?

EQUITY ASSESSMENT TOOL: GROUP DISCUSSION



Discuss the following:

- Based on the assessment tool, what does your college do well to strive for equity in student outcomes?
- Where are the opportunities for growth?
- What questions do you have about equity and student success at your college?
- What practices from Models of Excellence case studies might be adapted for your college?
- How do your takeaways about striving for equity connect to the leadership qualities from yesterday?



MODULE 2 DEBRIEF AND REFLECTIONS



INDEPENDENT REFLECTION



Take a few minutes to independently reflect:

- What are your takeaways from today?
- What questions do you have?
- As a result of this learning, what might you:
 - ...keep doing?
 - ...start doing?
 - ...stop doing?

TABLE TALK



**Talk among your table,
discuss your reflections.**



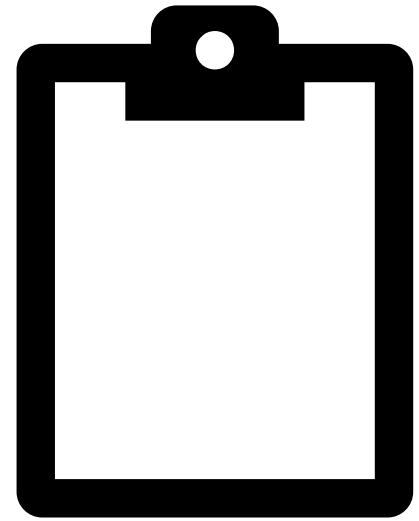
GROUP DEBRIEF



- What learning might you take back to your current role based on this module?
- What might you share with others at your institution?



SURVEY



Check your e-mail and complete the end of session survey.

Thank you in advance!



2024-25 CONVENINGS

~~Convening #1: The Essential Role of Leadership in Student Success~~

- ~~• September 12-13, 2024 | Lansing Community College (In-Person)~~

~~Convening #2: The Student Experience~~

- ~~• November 7-8, 2024 | Grand Rapids Community College (In-Person)~~

~~Convening #3: Keeping Students' End Goals in Mind~~

- ~~• January 28-30, 2025 | Virtual (Afternoon Sessions)~~

~~Convening #4 : Leadership Traits to Drive Change~~

- ~~• March 20-21, 2025 | Schoolcraft College (In-Person)~~

~~Convening #5: Managing and Advancing Institutional Change~~

- ~~• June 9-10, 2025 | Northwestern Michigan College (In-Person)~~

~~Convening #6: Dual Enrollment, Effective External Partnerships & The Leadership Story~~

- ~~• September 17-18, 2025 | Lansing Center (In-Person, Coincides with Student Success Summit)~~

Preview Sessions (Virtual, 1-1:30 pm)

- ~~• August 15, 2024~~
- ~~• October 22, 2024~~
- ~~• January 14, 2025~~
- ~~• March 6, 2025~~
- May 20, 2025
- September 3, 2025

CLOSING LOGISTICS



Keep working on your student success project!

Connect with your project advisor for support and reach out to us if you need anything else.

