(MUSIC)

FEMALE: In a community college, everybody has a true opportunity. But at the end of the day our graduation rates aren’t as high as we want them to be.

MALE: Students graduating with 30, 40 hours more than they needed because they took the wrong class.

MALE: We’re trying to guide students very deliberatively toward their goals.

FEMALE: Guided pathways is an overarching way of looking at the student experience. It’s a big picture, transformational work, and it’s all about student success.

LESLIE HAMMOND: Do you like it?

IN UNISON: Yes.

LESLIE HAMMOND: We’re really excited that you’re here today and so what we first want to do is we’re the warm up team, so we want you to be excited about your accomplishment today and see we’re roadrunners … thank you ... (APPLAUSE)

LESLIE HAMMOND: We’re really trying to figure out how to get it right with students. They’re up against a lot. And so we don’t have the graduation rates that most places would want to see. And we have a lot of excuses for it. And there are a lot of actually really good and valid reasons. But at the end of the day, our graduation rates aren’t as high as we want them to be.

LESLIE HAMMOND: One, two three. Go …

IN UNISON: Go…

ANN BUCHELE: Looking at our completion rates and just to share our dirty laundry, we had 11 percent of our students, 11, completed in three years. So that just wasn’t okay with any of us, having looked at that data. It just energized us as a college to say. “What can we be doing better?” And that kind of launched us into the guided pathways work.

(BAGPIPES)

JUSTIN SMITH: Let’s do the comparison. I really want the comparison.

JUSTENE MALOSH: Alright. I got to refresh. So this is a third, third, and third. This looks normal to me. This looks a little … I would expect like …

JUSTIN SMITH: That’s like 22 percent, not a third. See I did that math in my head.

JUSTENE MALOSH: I'm so impressed with you.

JUSTIN SMITH: You should be.

JUSTIN SMITH: What we came into I think was a campus that really viewed the office as a mandatory compliance reporting piece. And wasn’t a place that would share data for all or bring in information for everyone else. With that, what we really viewed as our mission or our mandate early on was to try and market the benefits of data. We would do a weekly push of some sort of information. And these were meant to be fun things like, “What is your sleep schedule?” And then we’d plot that for the whole campus.

DIANA BORO-BOSWELL: Good morning, admissions and registration.

DIANA BORO-BOSWELL: My biggest job is coordinating our Destination Graduation course, which is a required course for all of our new students. I had to work a lot with Justin and Justene to find ways to support what I was doing.

JUSTENE MALOSH: Interesting.

JUSTENE MALOSH: We want people to be comfortable talking to us. We want our office to be the first thing they think of when they think, “How do I know if this thing I'm trying is going to work?” We want them to come immediately to us.

DIANA BORO-BOSWELL: So I designed a pilot where four of those sections of the course were taught by instructors who received more training, had peer leaders in the classroom with them. And when we ran the numbers we found that 55 percent of the students in the regular courses returned in the fall. 67 percent of the students in the pilot sections returned in the fall. So by getting that data I was then able to report that back to those faculty. It tells us that potentially there is a way to make a difference in how we teach.

(MUSIC)

ANN BUCHELE: So our commitment when we started guided pathways that every intervention, any idea that we tried we would have an evaluation plan as well. So we can see what was working and what wasn’t working.

JUSTIN SMITH: All of these interventions should add up to that overall change, right? But if we can’t evaluate that improvement then we don’t really know if this is worth our time.

LESLIE HAMMOND: Have you registered? You know you can today. You know you can today.

FEMALE STUDENT: Yeah. I'm ready. I got my schedule all ready. I just have to click the button

LESLIE HAMMOND: Yeah. Go register. Push the button. See you in the fall.

DIANA BORO-BOSWELL: I want to do that to everyone.

LESLIE HAMMOND: Should we just go out in the hallway and start doing that?

DIANA BORO-BOSWELL: Can we please?

LESLIE HAMMOND: Okay.

DIANA BORO-BOSWELL: Good morning. Have you registered yet?

MALE STUDENT: Yes.

LESLIE HAMMOND: Yay.

DIANA BORO-BOSWELL: Did you get what you wanted?

MALE STUDENT: Yes.

LESLIE HAMMOND: Good job.

DIANA BORO-BOSWELL: Good job registering early.

DIANA BORO-BOSWELL: You’re doing it right now? You’re registering right now? Okay. If you have any problems, help’s literally steps away.

MALE STUDENT: Okay.

DIANA BORO-BOSWELL: The main purpose of VIP registration day is to move the registration curve earlier in the year. We figure if a student has a schedule in their hands before they leave for the summer they’ll be more likely to come back. It’s too easy to think, “I'm going to do that later, I have three months to register.”

JUSTENE MALOSH: Writing 122 is much more popular this year than it was last year.

JUSTIN SMITH: Yeah.

JUSTENE MALOSH: But you remember like three years ago when this used to be all dev math, and now none of it is anymore.

JUSTIN SMITH: Yeah, that is true.

JUSTENE MALOSH: So that’s good.

DIANA BORO-BOSWELL: It looks like we peaked at seven, but really that’s just a refresh in the system. And the Danny bumps, when Danny sends out the text warning people about registration.

LESLIE HAMMOND: We have to remind him to do that.

LESLIE HAMMOND: When we first kind of started down the data journey we needed to do a lot of learning. Like we would spend probably a half hour at the beginning of meetings trying to figure out what the graph meant. Things don’t always mean what you think they mean. And so it’s really important to start to understand like how it all works and what it’s all really telling you.

MALE: This is a fun graph.

LESLIE HAMMOND: There’s probably no way to kind of like disaggregate it for new students who just applied and existing students who are claiming it for the first time?

JUSTIN SMITH: I think we’ve made real changes in the data culture. I think that’s taken a lot of effort and a lot of energy and really a decision by the campus years ago to put resources into it.

(MUSIC)

DIANA BORO-BOSWELL: Do you want to pet the goats? Come on over.

DIANA BORO-BOSWELL: Are you registered for fall yet?

MALE STUDENT: I have.

DIANA BORO-BOSWELL: You have?

DIANA BORO-BOSWELL: VIP registration day is also a reminder that this is a great place to be. And it’s somewhere that students want to come back to in the fall.

(MUSIC)

DIANA BORO-BOSWELL: In the last 30 minutes 124 students have registered.

DIANA BORO-BOSWELL: Okay.

LESLIE HAMMOND: (HIGH FIVE-ING)

DIANA BORO-BOSWELL: That’s pretty good, right?

LESLIE HAMMOND: 30 minutes, 124?

DIANA BORO-BOSWELL: Yeah.

LESLIE HAMMOND: I think it’s good.

DIANA BORO-BOSWELL: I always want to question what I'm doing and leave open the possibility that I need to change course. So what I did was talked with Justene, and she helped me figure out what our return rates were.

JUSTENE MALOSH: VIP reg specifically, yeah, when we started it, it was an attempt to increase fall-to-fall retention. And we kind of found that it didn’t really do that. What we did find is that it moved our registration curve up by about eight weeks. And that was incredibly helpful for deans who were trying to plan course schedules. So though it wasn’t necessarily what we wanted to get out of it, it did have an unintended side benefit that we are still using.

(MUSIC)

ANN BUCHELE: Data is data. It’s not good. It’s not bad. It just is. Not apologizing if the numbers weren’t positive, but just being realistic, this is something that’s just going to help us grow and change and be better.

LESLIE HAMMOND: I'm late to the data game, and so I’ve always kind of been learning on the fly. So anytime I use a data term correctly they get like these little, it looks like they tear up and they’re so proud of me for like, understanding. Like I used disaggregate correctly in a sentence today.

GROUP: That’s great. High five.

JUSTIN SMITH: Knowing isn’t always the goal. It is having more information than we did before. And having some information is definitely better than no information.

DIANA BORO-BOSWELL: Yeah, Justene said that we’re exactly in line with where we were at this time last year, which is a good sign since enrollment is lower this year than last year. So she’s saying like for, compared to enrollment, we’re actually doing really well. Follow up is our theme, right?

LESLIE HAMMOND: Follow up is the theme.

DIANA BORO-BOSWELL: Okay.

LESLIE HAMMOND: That’s our theme for next year. Follow up, follow up, follow up.

ANN BUCHELE: Yeah.

(MUSIC)

ANN BUCHELE: It is now my privilege to present the LBCC certificate and degree class of 2019. (APPLAUSE)

FEMALE ANNOUNCING GRADUATES: Haley Dretzin, William Doda, Flor Atkinson, Panko Jones…

MALE: You may not move your tassel from the right to the left. (CHEERS)

ANN BUCHELE: When I go to graduation, and I just see the students and the families who are so proud. First it keeps me personally going, and then I sit there and think it’s not a, “Yea, we’ve wrapped the year.” It’s, “Alright how are we going to launch next year differently and better based on, you know, the graduates out there? How can we have more people out in the audience getting their diploma?”

(MUSIC)

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