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COMMUNITY COLLEGE DISTRICT NO. 508
AUGUST 1, 2013**



Reinvention⁷ Update to the Board of Trustees

Thursday August 1, 2013



1 Reinvention⁷ is developing structured, relevant pathways that will guide students to success

Problem: In Spring 2013, 3,240 CCC students had accumulated 60+ credit-hours. Of these, the average accumulation was 76, and average load for that semester nine or more (85+ total).

**COMPLETE
COLLEGE
AMERICA**

“Students are taking too much time, taking too many credits, spending too much money, [and] not graduating”

CCRC
Community College Research Center
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

“Unstructured complexity...is the most daunting for disadvantaged students – particularly first-generation college students – who may have limited access to college networks.”

**CITY COLLEGES
STUDENT**
GUIDED PATHWAY TO SUCCESS



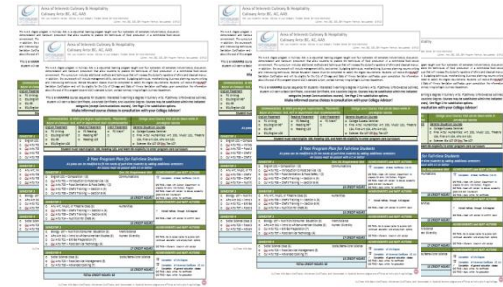
Establish semester-by-semester pathways – from enrollment to completion – reflecting cumulative learning outcomes.

1. Clarity of structure will smooth the path towards graduation.
2. Relevance of academic programming will make for successful alumni.
3. **Work on pathways** must be led by those who know students best – advisors, faculty and students themselves.

1 We created ten Focus Areas leading to 200+ semester-by-semester maps to inform and ease student choice

1 **10 Focus Areas** will allow students to explore a broad area of study (e.g., business) before choosing a specific pathway

2 **200+ Semester-by-semester maps** demonstrate core requirements to reach the end-goal for a given pathway (e.g., accounting)



- ✓ Personalized education plans that account for interests, career / transfer goals, and college readiness will structure the academic experience.
- ✓ Intentional advising, both inside and outside the classroom, by faculty and advisors, towards these tools will improve learning and retention.

1

We will have new students into Focus Areas / onto maps this Fall

Matching advice to intention



Student is...

Decided on a
specific pathway

Decided on a
Focus Area

Undecided



1. Enroll in selected Program (e.g., Culinary Arts AAS)
2. Complete Focus Area education plan and provide specific map



1. Enroll in selected Focus Area (e.g., Hospitality and Culinary Arts)
2. Complete Focus Area education plan



1. Enroll in Liberal Arts Focus Area
2. Go to Career Services for help on goal-setting
3. Still receive education plan in first semester

Optimizing goal-setting and placement

During Registration

- Use Focus Areas to quickly inform student choice during registration, particularly helpful in the last two weeks before classes start

Follow-up before mid-term

- Will visit classes into which new students enroll
- Create multiple-semester education plans in alignment with a semester map

2 The semester maps rely on input from across numerous CCC groups

Input incorporated from...

- 1 **Students:** We have had more than 100 students provide feedback on the semester maps (Detail on next two slides)
- 2 **Reinvention⁷ teams:** Teams collaboratively authored and improved each other's semester maps
- 3 **Faculty:** The teams have used faculty input to scope the level of prescription in the maps
- 4 **Other college staff:** Admissions specialists, security officers, transfer directors, C2C staff, recruiters and others are being trained in the function of the pathways and 10 Focus Areas
- 5 **District Office:** Workforce & Economic Development and Transfer leadership have been involved every step of the way to inform and guide transition into relevance work starting August, and in including **employer input.**

Validation of maps will be a major part of the relevance work in the Fall

Discipline meetings will refine detail and lead to maps we can share with four-years and employers

2 Student Feedback was gained through focus groups conducted by fellow students

Quotes from Student Focus Groups

“I like the fact that it shows which courses you can take each semester.”

“I think it would be good to have the maps because they will help your advisor to know what you want.”

“I like how everything is mapped out for you”

“I like how it shows what classes you need, so you won’t take extra classes.”

“This is a good way to put freshman students on track.”

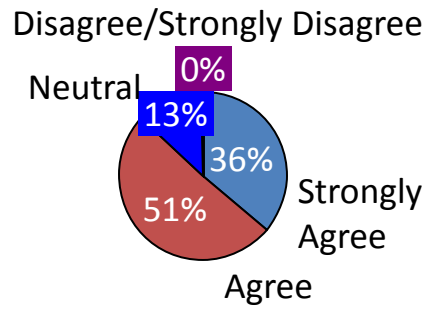
2 Student Feedback thus far – very positive and very helpful

Student feedback came from all seven colleges and represented a mix of 100 continuing and new students, part-timers and full-timers, transfer and occupational, certificate- and degree-seeking

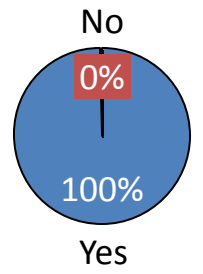
What we learned

- **Students are goal-oriented:** when asked what keeps them motivated, personal goals outstripped other answer options
- **But 42% are unsure / confused** on career goals.
- Majority want high-level of detail on the maps

Did you understand the information provided in the maps?



Do you think these maps will be helpful in your conversations with an advisor?



Student Suggestions

- Have more optional slots (32%)
- Have more space for advisor notes (6%)
- (No suggestions) (62%)

What we did in response

- ✓ **Scaled back the initial level of prescription** in the semester maps, particularly in the general education requirements – **also a response to faculty and dean feedback.**
- ✓ Went with **more detailed** version: Provided a developmental education bracket per Focus Area and added-in which courses satisfied which general education requirements – both strongly pushed by students.
- ✓ Although many students stated that no improvement was necessary, many indicated they would like **more information on career opportunities** – we're working with Marketing on narrative portion and Workforce & Economic Development on labor data before completion and debut in early August.