



CITY COLLEGES
of CHICAGO

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COMMUNITY COLLEGE DISTRICT NO. 508
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Valencia President: 'Rethinking the Completion Agenda'

Board material

March 7, 2013

Executive summary: 'Rethinking the Completion Agenda' by Valencia College's President, Sandy Shugart

- **During board meeting 2/21, Christine Aguila recommended 'Rethinking the Completion Agenda' by Valencia College's President, Sandy Shugart**
 - The performance of Valencia College continues to serve as a benchmark and an inspiration for City Colleges and Reinvention
 - Valencia has been on a long transformation journey and have experiences that CCC can leverage 3 years into the journey
- **Today: short overview of the content of the article and identify focus areas for increasing collaboration**
 - Article has large overlap with existing Reinvention initiatives while still providing inspiration for the path forward
 - Article focuses on two main areas : Improve institutional 'Measurements' and manage the 'Ecosystem', not individual institutions
- **In short, great chance to work together to implement these ideas and jointly improve the outcomes for our students**
 - Example: Reinvention⁷ (developing pathways, program enrollment, and predictive scheduling) will require integrated faculty involvement

Walking through Shugart's article: 'Rethinking the Completion Agenda'

Main points

Description

Be careful what and how you are measuring – it is sure to be misused

- Improve IPEDS rules to include all successful outcomes, not just first-time, full-time students

Measure for improvement

- Plan interventions for different groups based on their starting point (e.g., at-risk students vs. not)

College outcomes measures should be based on college-ready students

- Separate reporting of outcomes for developmental students from college-ready students

Align accountability measures to the proper level of analysis

- Keep people accountable for their respective performance at all levels of the organization

Performance measures should primarily be value-added

- Use value-add as a measure of institutional performance (not only absolute measures)

Think educational ecosystem, not just institution

- Develop cross-institutional pathways; make curricular decisions and share faculty in new ways across the network of institutions in the region

The most important person to care about completion is the students

- Emphasize graduation focus to students and give strong incentives to graduate (e.g., guaranteed admission to selective universities)

Learning comes before completion

- Ensure relevant learning through well-structured, easily communicated pathways with complete, coherent program curriculum across institutional boundaries

'The college is what the students experience'

Shugart

How can we use Shugart's thoughts to guide future CCC initiatives

	Description	Current CCC initiatives	Future CCC initiatives
Measurements	<ul style="list-style-type: none"> • IPEDS rules 	<ul style="list-style-type: none"> • Metrics and targets for all student groups (i.e., four goals of Reinvention) 	<ul style="list-style-type: none"> • Continuous evaluation of key performance metrics
	<ul style="list-style-type: none"> • Interventions based on starting point 	<ul style="list-style-type: none"> • Student-specific interventions, not standardized (e.g., GradesFirst) 	<ul style="list-style-type: none"> • Further improve case-load advising system; improve individual help
	<ul style="list-style-type: none"> • Separate reporting for dev. ed. 	<ul style="list-style-type: none"> • Targets for overall student cohort separated from dev. ed. outcomes 	<ul style="list-style-type: none"> • Further granularity to understand and improve dev. ed. initiatives
	<ul style="list-style-type: none"> • Accountability 	<ul style="list-style-type: none"> • Cultural focus on accountability throughout CCC 	<ul style="list-style-type: none"> • Refine appropriate measures throughout CCC and reinforce
	<ul style="list-style-type: none"> • Value-add measurement 	<ul style="list-style-type: none"> • Gateway program into college-level • Adult ed. level gains 	<ul style="list-style-type: none"> • Maintain focus on relevant outcomes; not all value-add is good enough
Ecosystem	<ul style="list-style-type: none"> • Cross-institutional pathways; common curriculum and faculty 	<ul style="list-style-type: none"> • College 2 Careers <ul style="list-style-type: none"> • Employers • Transfer destinations 	<ul style="list-style-type: none"> • + Reinvention⁷ <ul style="list-style-type: none"> • Pathways • Program enrollment • Predictive scheduling
	<ul style="list-style-type: none"> • Institutional graduation focus 	<ul style="list-style-type: none"> • Goals 1+2 of Reinvention: student mindset pivotal for outcomes 	<ul style="list-style-type: none"> • Complete cultural shift: for all relevant students, graduation is the goal
	<ul style="list-style-type: none"> • Ensure learning through pathways across institutions 	<ul style="list-style-type: none"> • Resources aligned with enabling student transfer (i.e., 7 transfer directors in the colleges) 	<ul style="list-style-type: none"> • Coordinate tightly with sending/receiving organizations • Reinvention⁷

Next steps requiring collaboration

- **Develop integrated plan for faculty involvement in Reinvention⁷**
 - Co-develop cross-institutional (intra-CCC) pathways to guide our students through the district
 - Ensure consistent program enrollment leveraging the strengths of the network of 7 colleges
 - Jointly overcome implementation barriers and challenges to Reinvention⁷
- **Drive BI tool rollout and implementation**
 - Continue close collaboration through Steering Committee, beta testing, and joint brainstorming for successful rollout of BI tool in 2013
 - Outline guidelines for data use to ensure highest utility as well as privacy protection
- **Increasing accuracy of placement and time required for remediation**
 - Evaluate student skills assessment for use in 2013 to improve placement for incoming students
- **Other areas?**

APPENDIX

APPENDIX

Shugart: Detailed walkthrough of ‘Rethinking the Completion Agenda’

Measurements and metrics

Ecosystem

Main points	Description
Be careful what and how you are measuring – it is sure to be misused	<ul style="list-style-type: none"> • IPEDS rules causes some successful outcomes not to be counted (e.g., transfer, part-time, post-transfer completion)
Measure for improvement	<ul style="list-style-type: none"> • Calculate completions for different groups based on their starting point, so interventions can be planned and targeted
College outcomes measures should be based on college-ready students	<ul style="list-style-type: none"> • Separate reporting of outcomes for developmental students from college-ready students <ul style="list-style-type: none"> - Separate segments of developmental students by extent of remedial need
Align accountability measures to the proper level of analysis	<ul style="list-style-type: none"> • Keep people accountable for their performance at all levels of the organization <ul style="list-style-type: none"> - For the institution as a whole - For each program - For each course - For each individual faculty
Performance measures should primarily be value-added	<ul style="list-style-type: none"> • Embrace the movement towards value-added measures of institutional performance <ul style="list-style-type: none"> - Do not perpetuate the myth that <i>‘excellence equals exclusivity’</i>
Think educational ecosystem, not just institution	<ul style="list-style-type: none"> • Students do not think about individual institutions; we play a role in the network within our geographic region • Develop cross-institutional pathways that promote student learning and accelerate progression to completion • Blur the organizational lines, make cross-institutional curricular decisions, share faculty in new ways
The most important person to care about completion is the students	<ul style="list-style-type: none"> • Emphasize graduation focus to students <ul style="list-style-type: none"> - <i>‘...we send messages [...] that tell students not to bother to graduate.’</i> • Give strong incentives to graduate (e.g., guaranteed admission to universities) • Institutions are an ecosystem that provide a coherent pathway for students
Learning comes before completion	<ul style="list-style-type: none"> • Faculty is more likely to be engaged in ‘relevant, deep learning’ than focus on completion. Relevant, deep learning requires: <ul style="list-style-type: none"> - Complete, coherent program curriculum - not collection of credits - Well-structured, easily communicated pathways to their ultimate end - Collaboration across institutional boundaries to change <i>‘the focus from institutional self-absorption to a learner-centered strategy.’</i>

Design principle

- *‘The college is what the students experience’*
- To achieve our goals we must design programs, systems, and ecosystems to *‘what we want students to experience’*

Concrete suggestions:

- Develop degree pathways across institutional boundaries
- Encourage students to make earlier, more grounded choices of major
- Require completion of degree before transfer and provide guaranteed admission, if possible
- Understand student performance across institutional boundaries
- Rethink measures of institutional performance to include ecosystem performance, as well