October Board meeting

Discussion document

October 2nd 2014
Reorganization of Offices of Strategy and Academic Affairs

Vernese Edghill-Walden and Rasmus Lynnerup
## CCC Strategic Plan outlines specific, quantified performance targets

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Relevance</th>
<th>Structure</th>
<th>Student services</th>
<th>Efficient operations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credentials of economic value</strong></td>
<td>Job placement</td>
<td>Graduation rate</td>
<td>FT to 30 in a year</td>
<td>Sufficient fund balance</td>
</tr>
<tr>
<td></td>
<td>Median earnings</td>
<td>Completions</td>
<td>PT to 15 in a year</td>
<td>Grant awards</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>Retention</td>
<td></td>
<td>Time to hire</td>
</tr>
<tr>
<td><strong>Transfer to 4-year programs</strong></td>
<td>N/A</td>
<td>Transfer rate</td>
<td>N/A</td>
<td>Reported crime</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes for remedial students</strong></td>
<td>N/A</td>
<td>Remedial transitions</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transition from Adult Education</strong></td>
<td>Adult Ed enrollment</td>
<td>Transitions</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reinvention goals**

- Sufficient fund balance
- Grant awards
- Time to hire
- Reported crime
New functional alignment in District Office

Academic Governance, Compliance and Educational Quality
- Vernese
  - Network footprint
  - Academic Development
  - Academic Mgmt. Systems
  - Curriculum
  - Student Services and SGA
  - Accreditation
  - Athletics
  - Business operations

Strategy, Implementation and Institutional Intelligence
- Rasmus
  - Strategy / Reinvention
  - WED
  - Completion & Pathways
    - Remediation
    - Transfer
  - Enrollment Mgmt.
  - Adult Education
  - Decision Support

Direct responsibility for meeting targets
Enabling functions
# Functional responsibilities in the Strategy office

<table>
<thead>
<tr>
<th>Reinvention teams</th>
<th>Analysis and Strategy</th>
<th>Strategic Initiatives: Implementation, scaling, and sustainability monitoring</th>
<th>Decision Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Development and implementation of integrated student experience system: Student GPS, incl.</td>
<td>• Initiative evaluation and scoring</td>
<td>• Development and implementation of strategies</td>
<td>• Data requirements</td>
</tr>
<tr>
<td>• Enrollment mgmt. strategy</td>
<td>• Annual planning</td>
<td>• Execution and monitoring of best practices</td>
<td></td>
</tr>
<tr>
<td>• Remediation strategy dev. and impl.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• New scheduling processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• District-wide annual strategic planning and budgeting process</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reinvention teams
- Development and implementation of integrated student experience system: Student GPS, incl.
  - Enrollment mgmt. strategy
  - Remediation strategy dev. and impl.
  - New scheduling processes
  - District-wide annual strategic planning and budgeting process

### Analysis and Strategy
- Initiative evaluation and scoring
- Annual planning

### Strategic Initiatives: Implementation, scaling, and sustainability monitoring
- Development and implementation of strategies
- Execution and monitoring of best practices

### Decision Support
- Data requirements

### Strategy 1: Relevance
- C2C: Programs, Partners, Placements
  - Development and revision of program, partner, and career services strategy and implementation plans
  - Manage CCC’s non-credit course and program offering

### Strategy 2: Structure
- Pathways
  - PW, WPE, BS*
  - Remediation strategy and implementation w/ DE directors
  - Transfer strategy and implementation in the colleges
  - Demand-driven schedule and agile processes based on pathway enrollment
  - Completion
  - Meeting all completion targets

### Strategy 3: Student supports
- Enrollment
  - Implementation of enrollment strategy
  - Retention
  - Define and implement segment-based interventions
  - Advising
    - Implement PW, WPE, BS
  - Tutoring
    - Improve offering based on PW enrollment
  - Call center
  - Integrate with SS offering

### Goal 4: Adult Education
- Responsible for meeting all AE targets
- Transitions
- Level gains
- GED completers
- Enrollment
- Improving instruction and curriculum
  - PD
  - Curriculum re-development
- Direct leadership of Deans of Adult Education

### Decision Support
- Responsible for data compliance and submissions to regulatory bodies
- Client-driven organization focusing on data and analytics requests in CCC
- Key client: COE
- Maintains overview of organizational performance metrics and provides actionable reports to senior CCC leadership

---

* Ensure Pathways, Whole Program Enrollment, and Block Scheduling is the default for CCC students
Functional responsibilities in the Academic office

Athletics
- Recruit student athletics
- Increase support services for student athletes
- Support student athlete's transition to 4-year institutions

Student Governance
- Provide service excellence and meaningful student engagement to support retention and completion

Compliance
- Ensure 100% compliance with regional and specialized accrediting bodies
- Complete mock visits for KKC accreditation visit
- Complete all necessary paperwork and communication to regulators bodies for HS consolidation

Educational Quality
- Review & Revise AA and AS degree reqs
- Increase relevant IAI and HD courses
- Develop and maintain all catalogs and semester maps
- Develop and revise all academic policy

Educational Quality
- Develop district wide learning outcomes
- Develop workshops for faculty to improve teaching and learning and all instructional delivery methods
- Review faculty for tenure, sabbatical and promotion in rank

Academic Governance
- Ensure academic structure, policy & requirements are incorporated in CS launch
- Ensure all academic, student and testing policies are updated and reflective of new strategies and structures
- Ensure HS consolidation is implemented by Fall 2015
Overview of Pathways implementation

Vernese Edghill-Walden and Rasmus Lynnerup
### Education plans:

More than 1 out of 3 credit students are now on an education plan; goal is for 100% by Fall of 2015

#### Ed Plan Prep Plan

<table>
<thead>
<tr>
<th></th>
<th>DA</th>
<th>KK</th>
<th>TR</th>
<th>OH</th>
<th>MX</th>
<th>WR</th>
<th>HW</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>38%</td>
<td>26%</td>
<td>28%</td>
<td>29%</td>
<td>22%</td>
<td>21%</td>
<td>22%</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>41%</td>
<td>31%</td>
<td>32%</td>
<td>50%</td>
<td>25%</td>
<td>22%</td>
<td>42%</td>
<td>34%</td>
<td>34%</td>
</tr>
</tbody>
</table>

#### Registered by an advisor*

<table>
<thead>
<tr>
<th></th>
<th>DA</th>
<th>TR</th>
<th>KK</th>
<th>OH</th>
<th>MX</th>
<th>HW</th>
<th>WR</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>28%</td>
<td>28%</td>
<td>26%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>23%</td>
<td>23%</td>
</tr>
</tbody>
</table>

#### IPEDS 12 and 13*

<table>
<thead>
<tr>
<th></th>
<th>DA</th>
<th>TR</th>
<th>KK</th>
<th>OH</th>
<th>MX</th>
<th>HW</th>
<th>WR</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>52%</td>
<td>49%</td>
<td>46%</td>
<td>38%</td>
<td>33%</td>
<td>38%</td>
<td>43%</td>
<td>43%</td>
</tr>
</tbody>
</table>

#### New

<table>
<thead>
<tr>
<th></th>
<th>DA</th>
<th>TR</th>
<th>KK</th>
<th>OH</th>
<th>MX</th>
<th>HW</th>
<th>WR</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
<td>17%</td>
<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>
C2C Enrollment: Before including Education and CE enrollment, we are registering 39% of credit students into C2C programs this Fall

*Source: Decision Support, 8/28/14; Does not include CE enrollment, including into Taxi / Public Passenger program, nor Education data (pending)
**Average Credit Load:** Of our full-time students, 22% are taking 15 ch or more; 55% of our students are full-time status.