REINVENTION

COMMITTEE ON ACADEMIC AFFAIRS AND STUDENT SERVICES

Office of Strategy and Academic Governance

Friday, September 18, 2015
Executive Summary

1. New office of Strategy and Academic Governance: (re-)introductions to the board
   - Purpose of the new combined office is to develop, implement, and monitor strategies to improve student outcomes
   - Organizational setup has been re-structured over the last 60 days
   - Combined team is focusing on improving outcomes to meet the targets in the strategic plan

2. Strategic priorities
   - High-level strategies to achieve targets in the five-year plan
     - Relevance
     - Structure
     - Data-driven student supports
     - Operational excellence
   - Focus on strategic priorities:
     - Student GPS: Pathways, Predictive scheduling, whole program enrollment
     - Learning and Assessment: SLOs and toolkit
     - Policy: Compile, simplify, and improve policies dramatically
     - Assessing incoming students: COMPASS is going away

3. Next steps
   - Upcoming board items Oct-Dec 2015
   - What to expect at next sub-committee meeting
The purpose of the new combined office is to develop, implement, and monitor strategies to improve student outcomes.

<table>
<thead>
<tr>
<th>Vision and purpose of the new office</th>
<th>Purpose of Direct* resources in District Office and Colleges</th>
<th>Purpose of Matrix** resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy design</strong></td>
<td>• Set overall objectives for performance</td>
<td>• Consult on overall objectives</td>
</tr>
<tr>
<td>• Aligned to Reinvention goals</td>
<td>• Develop data-driven strategies and metrics to meet objectives</td>
<td>• Co-lead development of approach to operationalization in teams</td>
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<tr>
<td>• Student-centered</td>
<td>• Technical system: Policies, processes, procedures, and roles and responsibilities</td>
<td>• Example: One Vice President leads development of process for predictive scheduling from College perspective for the District</td>
</tr>
<tr>
<td>• Data-driven</td>
<td>• Management system: Metrics and dialogs</td>
<td>• Implement strategies and manage frontline personnel to metrics</td>
</tr>
<tr>
<td><strong>Strategy execution</strong></td>
<td>• Cultural system: Mindsets, behaviors, and capabilities</td>
<td>• Deans (Instruction, C2C, Student Services) lead staff &amp; faculty</td>
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<tr>
<td>• Outstanding academic quality</td>
<td>• Plan and direct College-level implementation of strategies</td>
<td>• Monitor and problem-solve day-to-day and weekly issues</td>
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<tr>
<td>• Excellent and individualized student management</td>
<td>• Standardize ...</td>
<td></td>
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<tr>
<td>• Efficient policies and processes</td>
<td>• Roles &amp; responsibilities</td>
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<tr>
<td><strong>Strategy performance review</strong></td>
<td>• Organizational chart</td>
<td></td>
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<tr>
<td>• Focus on results and performance</td>
<td>• Monitor and problem-solve metrics on weekly and monthly basis</td>
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* Direct: Budgeted for by Snr AVCs reporting to Rasmus
** Matrix: Budgeted for by other ODs or College Presidents
The combined team is focusing on improving outcomes to meet the targets in the strategic plan.

<table>
<thead>
<tr>
<th>Admissions and Enrollment</th>
<th>Retention, Pace, Remediation</th>
<th>Completion</th>
<th>Post-Completion outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify prospects</td>
<td>• Enroll and keep students enrolled on pathway</td>
<td>• Identify potential completers</td>
<td>• Identify, prepare, and support students for major transitions</td>
</tr>
<tr>
<td>• Convert prospects to enrollees</td>
<td>• Support students with academic needs</td>
<td>• Get students to complete</td>
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**Credit**

<table>
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<tr>
<th>Fall-to-Spring Retention</th>
<th>IPEDS: 2012, 2013, 2014</th>
<th>Transfer post-completion Transfer 12+ Credits</th>
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<tbody>
<tr>
<td>New: FT/PT to 30/15 CH in 1 year</td>
<td>Total Degrees</td>
<td>Employment Rate</td>
</tr>
<tr>
<td>New: Remedial Transition to College Credit in 1 year</td>
<td>Total Certificates</td>
<td>Median Earnings</td>
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**Adult Education**

<table>
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<tr>
<th>Adult Ed Enrollment</th>
<th>Level Gains</th>
<th>GED Attainment</th>
<th>Transition to College Credit</th>
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**Enabling Functions** support metric attainment indirectly through strategy development and monitoring of activities: curriculum/programs, educational quality, student services, strategic projects, performance management and analytics.
To achieve the purpose, the District Office functions have been re-organized over the last 60 days.

### Executive leadership

- **Admissions and special cohorts**
  - **Metrics**: Enrollment and cohorts
  - **Functions**: Call Center, admissions, testing, athletics, veterans, Wellness Centers, Disability Access Centers

- **Student lifecycle management**
  - **Metrics**: Retention, pace, completion,
  - **Functions**: GPS, transfer, advising, tutors

- **Adult Education**
  - **Metrics**: Enrollment, level gains, transitions
  - **Functions**: instructional supports, operations, transition programs

- **Program Relevance**
  - **Metrics/Focus**: Employment/C2C Network Footprint
  - **Functions**: credit programs, employer partners, career services, academic policy, student records, non-credit training

- **Decision Support**
  - **Focus**: Data analysis and monitoring
  - **Functions**: performance management, analytics, data capacity, compliance

- **Educational Quality**
  - **Focus**: Highest quality teaching
  - **Functions**: accreditation, assessment, faculty processes, IRB, Early College

- **Reinvention teams**
  - **Focus**: Innovation, continuous improvement
  - **Functions**: Student Experience project, STAR, CS9, strategic planning

- **Project management**
  - **Focus**: Complex projects and office management
  - **Functions**: healthcare and TDL C2C consolidation, office/business management
**Strategic priorities** to achieve targets in the five-year plan

The five year plan outlines four strategies to establish a culture of student success:

- **Relevance**: Ensure that the courses of study will advance students’ goal of a meaningful career and/or transfer.
- **Structure**: Ensure that students have a clear path through the institution, reducing the time to degree.
- **Data-driven student supports**: Use data more effectively and deploy more resources to help students.
- **Operational excellence**: Foster excellent financial, operational and human resources management.

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**Student GPS**

Continue the year-long process of enabling Student GPS through:
- Pathways: Build and institutionalize structured pathways within and beyond CCC
- Predictive scheduling: Provide students with a predictable schedule term-to-term that they can build part-time work and childcare around
- Whole program enrollment: Allow students to enroll in their program of choice

**Learning and assessment**

By pathway:
- Map current SLOs and assessment mechanisms
- Identify any gaps and overlaps in the current curriculum
- Build toolkit (if needed based on analysis above) to allow for professional development

**Policy revamp**

- There are today multiple policy documents that mix too many different components
- Compile documents, separate policy from process, practice, contract language and tools
- Identify areas to improve content in support of student success

**Assessing how we help incoming students**

- Compass is being discontinued
- As a district, we need to develop a consistent and equitable approach to understand how we help each individual student succeed academically at CCC
City College’s Student GPS, or Student Guided Path to Success, is a comprehensive system of guided pathways and supports that inform some of our students’ most critical life decisions to ensure every student has a clear path to obtaining their college and career goals.

Student GPS links all of the components of City Colleges (faculty, staff, programs, courses, technology, and services) into a personalized approach to help students succeed in their college experience.

**Build and institutionalize structured pathways within and beyond CCC:**
- Implement latest set of pathways in next Course Catalog, live in September
- Expand upon present ~60 freshman-to-senior pathways a CCC student should traverse, depending on their major/destination combination

**Provide students predictable schedule they can build part-time work and childcare around:**
- Forecast demand by course, time, day, term based on plans and preferences
- Create the class schedule each term based on this student demand

**All students to enroll in multiple semesters at once, according to plan:**
- All students have a pathway
- All students have preferences
- Enroll students into all semesters at once
### Learning and Assessment: SLOs and toolkit

- There are learning and assessment structures throughout the colleges, however, no overarching strategy or cross-college exists at scale
- Learning and assessment are paramount to educational quality and accreditation and promotes student success

<table>
<thead>
<tr>
<th>Develop factbase</th>
<th>Implement strategies</th>
<th>Monitor quality</th>
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<tbody>
<tr>
<td>Collect and store learning outcomes at the pathway, program and course level</td>
<td>Assessment and compliance tool to aggregate data and enable comparisons</td>
<td>Gaps and overlaps in curriculum via curriculum mapping</td>
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<td>Standardized reporting system (forms, calendars, protocols &amp; meeting structure) to streamline operations</td>
<td>Curriculum mapping protocol to pinpoint alignment of courses to program learning outcomes</td>
<td>Process standardization across the district to review efficiency</td>
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<td>Toolkit for training and professional development (webinars, job aids and workshops leveraging existing technology)</td>
<td>Repository for master/class syllabi and learning outcomes—leverage use of CS9 and/or SharePoint</td>
<td>Syllabi submission for compliance and quality</td>
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Policy: Compile, simplify, and improve policies dramatically

We need to overhaul Academic and Student Policy in order to ensure clear policies that support student success by eliminating contradictions, overlap in multiple documents and barriers to student success.

Issues to address in current state:

- **Multiple policy documents**
  - Student policy
  - Academic policy
  - Testing guidelines

- **Overlap** between multiple documents lead to confusion

- Current documents mix policy and procedures, reducing ability to serve students

Vision for overhaul:

- **One set** of streamlined, simplified and condensed CCC Academic and Student policies

- **Policy and procedure are separate**

- **Single stop** each for policy and procedure

Long term focus on sustainable process for future changes and operational compliance with policy

- Centralized process for future policy changes that empowers faculty, staff and administrators to propose changes to ensure student success as well as compliance

- Policy-process-implementation playbooks ensure operational alignment with policy
Assessing incoming students: COMPASS is going away

As a district, we need to develop a consistent and equitable approach to understand how we help each individual student succeed academically at CCC

- COMPASS serves as CCC’s primary math and English placement tool
- ACT, the owner of COMPASS, plans to phase out COMPASS products
  - announced on June 11, 2015
  - ACT eCompass product CCC uses will expire in 2016
- Prior to ACT’s announcement, CCC was already working on an initiative to improve placement approaches
  - New placement approaches were piloted at Wright College this semester as a possible model for future district-wide placement
  - We are currently exploring the potential of scaling up the assessment model in use at Wright College for use throughout district
  - Faculty have participated in ongoing development of those assessment models
- CCC is participating in state-wide discussions with Chief Academic Officers to explore future implications on placement options
- CCC will partner with CPS to ensure easy transition in placement options for students
- A decision on new placement approach will be made during the current semester
  - Needed to have a new model for placing students into Fall 2016 semester classes

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<tr>
<th>Placement Activity</th>
<th>2015</th>
<th>2016</th>
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<td></td>
<td>Sep</td>
<td>Oct</td>
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<td>Decision</td>
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<td>Development</td>
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<td>Implementation</td>
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<tr>
<td>Begin placement</td>
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<tr>
<td>Fall Registration</td>
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<tr>
<td>2016 Fall Classes</td>
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DRAFT - for discussion purposes
### Upcoming board items: Oct. – Dec. 2015

#### October

**Resolutions:**
- [tentative] Updates to student policy to align with new tuition structure
- Contract renewal for FT faculty hired for Spring

**Contracts:**
- None

#### November

**Resolutions:**
- Academic/student policy overhaul
- Review and changes to hold and drop procedures

**Contracts:**
- None

#### December

**Resolutions:**
- TBD

**Contracts:**
- [tentative] Library Security Systems renewal (current: The 3M Company)
- [tentative] New contract for survey vendor to conduct annual Graduate Follow-up Survey (current: The Blackstone Group)
3 Wrap-up: what to expect at future sub-committee meetings

By next meeting, CCC has...

**Student GPS**
- Every student on an education plan, as SmartPlanner goes live on
- All students get on as intentional of pathways as possible, as soon as possible

**Learning and assessment**
- Inventoried current-state of all syllabi
- Completed program-level SLO’s and missions, per College
- Established District-wide assessment calendar

**Policy revamp:**
- Academic and Student policy overhaul Nov board

**Assessing how we help incoming students:**
- Decision on new placement approach

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Based on everything you’ve heard: thoughts and feedback?

- What is most valuable to you about these committee meetings?
- What would you like to know more about at next meeting?
- What would be useful for your trustee colleagues not on this sub-committee to know?