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Our Path Forward, Strategic Framework

Creating an Exceptional Student Experience:

Early Momentum and the Student Success Framework

Presentation to the City Colleges Board of Trustees
March 1, 2022

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Veronica Herrero, Chief of Staff and Strategy
Stephanie Krah, VC of Student Experience
Megan Bernard, Executive Director of Academic and Student Success
Vance Gray, Dean of Instruction at Olive-Harvey College

Our Path Forward, Strategic Framework

Vision

To be recognized as the city's most accessible higher education engine of socioeconomic mobility and racial equity – empowering all Chicagoans to take part in building a stronger and more just city.

Levers

- Create an **exceptional student experience**
- Become a "student-ready" **equitable institution**
- Develop and strengthen pathways that are **responsive** to the economic needs of the City
- Build a **culture of excellence**
- Create a **collaborative and connected** ecosystem
- Monitor and ensure financial sustainability and the overall **health** of our institution

Exceptional Student Experience

Goal: We promise that every experience with City Colleges, from pre-admissions to completion, will be exceptional. Every student will be able to maximize their learning inside and outside the classroom, navigate our institution with ease, make significant progress towards their goals, and feel welcome and supported by all City Colleges employees.

Strategic Objective Highlights:

- Significantly improve college-level math and English pass rates in the first year.
- Design and implement a holistic student success strategy and culture across the district.

Exceptional Student Experience

Early student momentum is addressed by the strategic objective of significantly improving college-level math and English pass rates in the first year.

CCC data supports national research that shows that students who take and pass college-level English and math in their first year have a much likelier chance of persisting and completing. This positive effect holds true at all levels of placement.

CCC assembled the Developmental Education Planning Committee in 2019 and 2020 to identify changes and improvements in the areas of placement and advising; innovative delivery; student supports, and continuous improvement and governance to promote early student momentum. These actions are showing early positive results on rates of students taking and passing college-level English and math in their first year.

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Pass rates in English in the first year have improved in the last two fiscal years.

English		
Fiscal Year	**First-year pass rate**	**CCC Target**
2018	43%	--
2019	41%	--
2020	48%	44%
2021	50%	44%
2022		46%

At this same point in time last year, the pass rate was three percentage points higher than this year.

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Pass rates in math in the first year improved significantly in FY 21.

Math		
Fiscal Year	**First-year pass rate**	**CCC Target**
2018	27%	--
2019	26%	--
2020	28%	29%
2021	38%	31%
2022		33%

At this same point in time last year, the pass rate was three percentage points higher than this year.

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Continuous improvement in early momentum will come from sustained attention to placement, student supports, and innovative delivery.

1. Placement innovations will go into effect next month that include:
   - Use of HS GPA in a multiple measures approach to boosting placement.
   - Use of successful completion of a dev ed class at an accredited college or university for placement into college-level coursework.
2. Transitional instruction at CPS continues to expand in partnership with CCC. Students who succeed in a transitional English or math class their senior year in high school can enter CCC ready to enroll in college-level coursework.
   - Transitional math – taught in 70 high schools with 3,381 students enrolled. 92.5% are on track for portability.
   - Transitional English – taught in 26 schools with 1,936 students enrolled. 89% are on track for portability.
3. Grant funding from Bridges to Brighter Futures is supporting the development of student support and innovative delivery in math.
4. CCC is committing to no-cost developmental education by paying for all developmental-level courses that students need to take, up to and including co-requisites.

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Student Success Framework

Strategies for Engaging Students

- **Coaching & Tiering**

Academic Performance Monitoring

- Patterns, Program-level, Course-level & **Student-level**

Technology & Systems

- CS9, BrightSpace & **Navigate**

Holistic Hospitality

- **Doing No Harm,** Creating an **environment** in which **all stakeholders** can succeed

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Coaching Principles and Components

- Coaching is a framework for engaging and empowering students to close the gaps between where they are and where they want to go.
- Coaching focuses on strengths and resources, not limitations and obstacles.
- Coaching relationships are based on a shared commitment to learning and to building independence.
- Coaching uses questioning, commitments, goal-setting, and accountability to support and empower students in their pursuits.
- Coaching practices can be incorporated into management, student services, and instructional relationships

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Student Success Framework & Continuous Improvement

Test

- Stress-test the Framework within a vibrant and innovative college community

Gather

- Get insight and learning from college experts about staff experience, implementation strategies, student experience

Learn

- Apply the principles via practices, find gaps in predictions and beliefs, spot relevant intersections with college initiatives & workstreams

Refine

- Update & adapt the SSF plan based on Olive-Harvey guidance
- Operationalize at all seven colleges in Spring 2022

Tiering Aligns College-Level Work at Olive-Harvey

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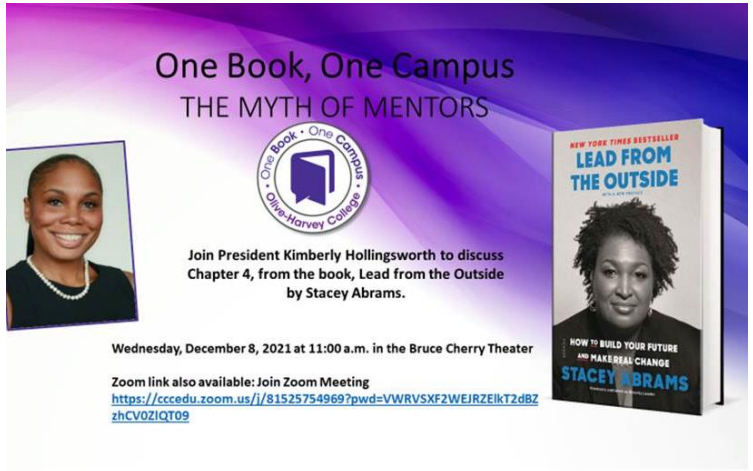
- Cross-campus engagement as a result of the tiering work
  - Milton's Mentors
  - Purple Table Talk
  - One Book, One Campus
  - Student Success Workshops
  - First-Year Experience Program
    - Panther Tracks Leadership Institute (PTLI)
    - New Student Orientation – Update to Include Academic Tracks…
    - Student Success & Retention Surveys
    - Academic Coaching
- MOCHA Meetings to encourage and develop cross campus collaboration and transparency



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Tiering: Departments Involved

- Office of Instruction
- Academic Support Services
- Institutional Effectiveness
  - Research
- Academic Advising
- Financial Aid
- ACCESS Center (DAC)
- Student Affairs: Development, Activities
- Wellness Center
- Library

Tiering Interventions ($50K) Awarded to OHC

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What are the interventions that should be assigned to *Retain* students in the Tiering Model?

- **Tier 1 (0 – 40)** ***(Campaign in Navigate – "Tag")***
  - Milton's Mentors
  - Purple Table Talk's
  - Student Success Workshops
  - Retention Milestones (Completion Stipend)
  - Advisor Meetings
  - Other Critical Milestones
- **Tier 2 – (41 – 70)**
  - Peer Mentors
  - Purple Table Talks
- **Tier 3 – (71 – 100)**
  - Purple Table Talks

Tiering Fall Semester Critical Milestones & Interventions

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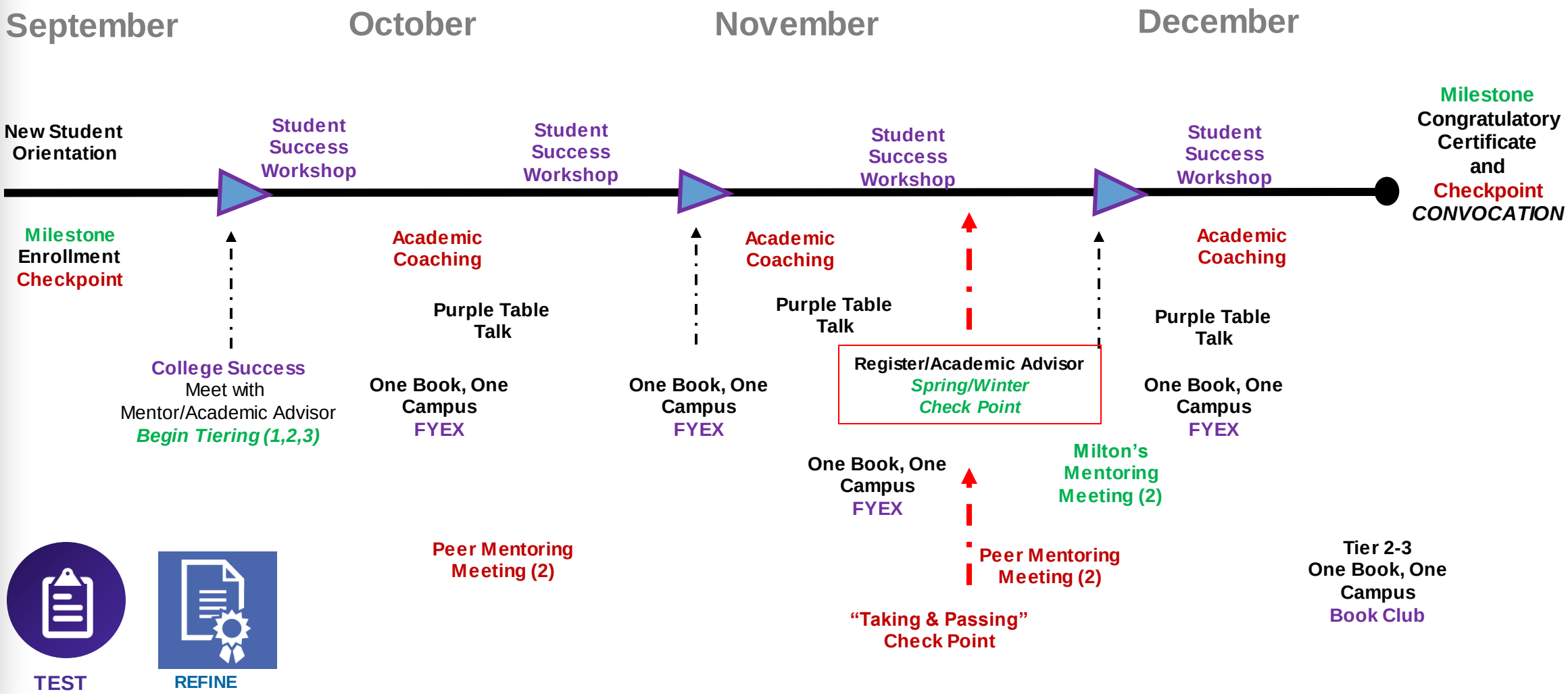

TEST

REFINE

PILOT DATA – Greatest Opportunity – Biggest Risk

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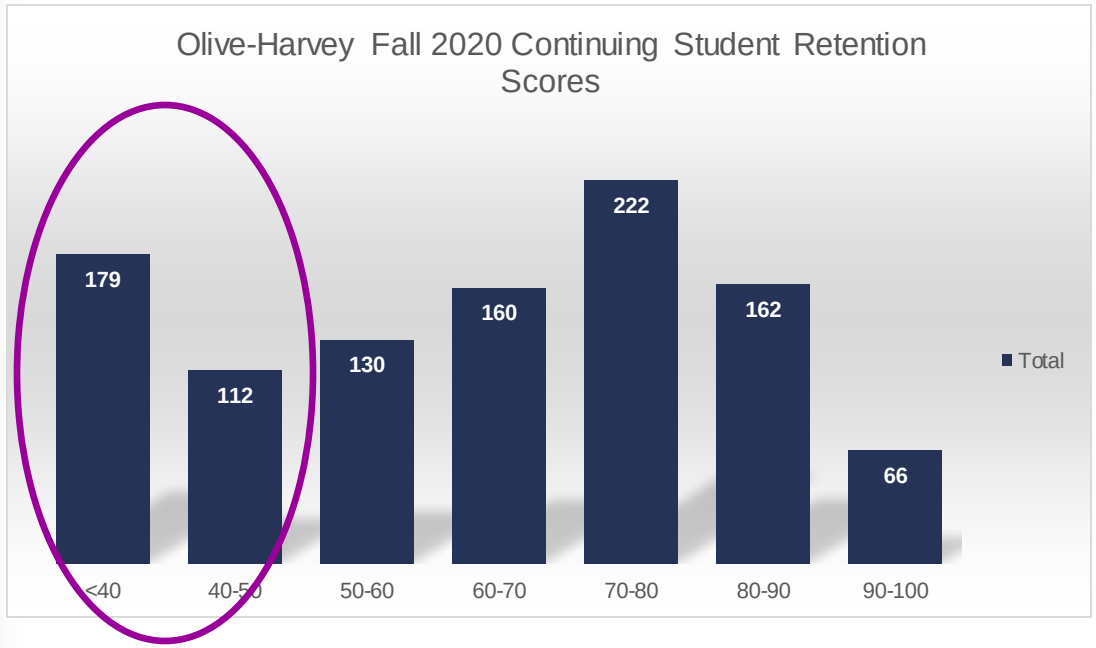
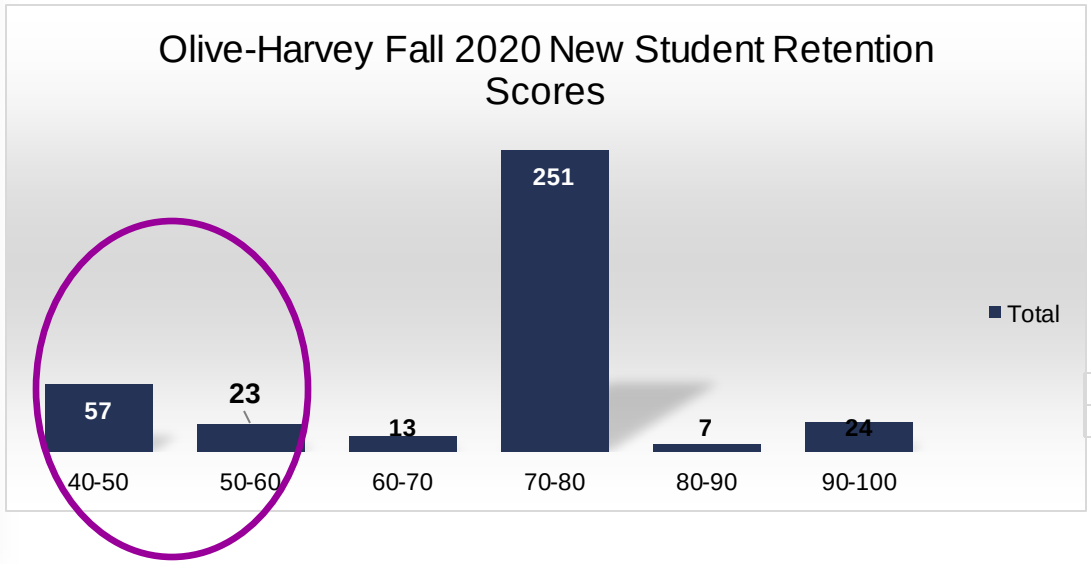
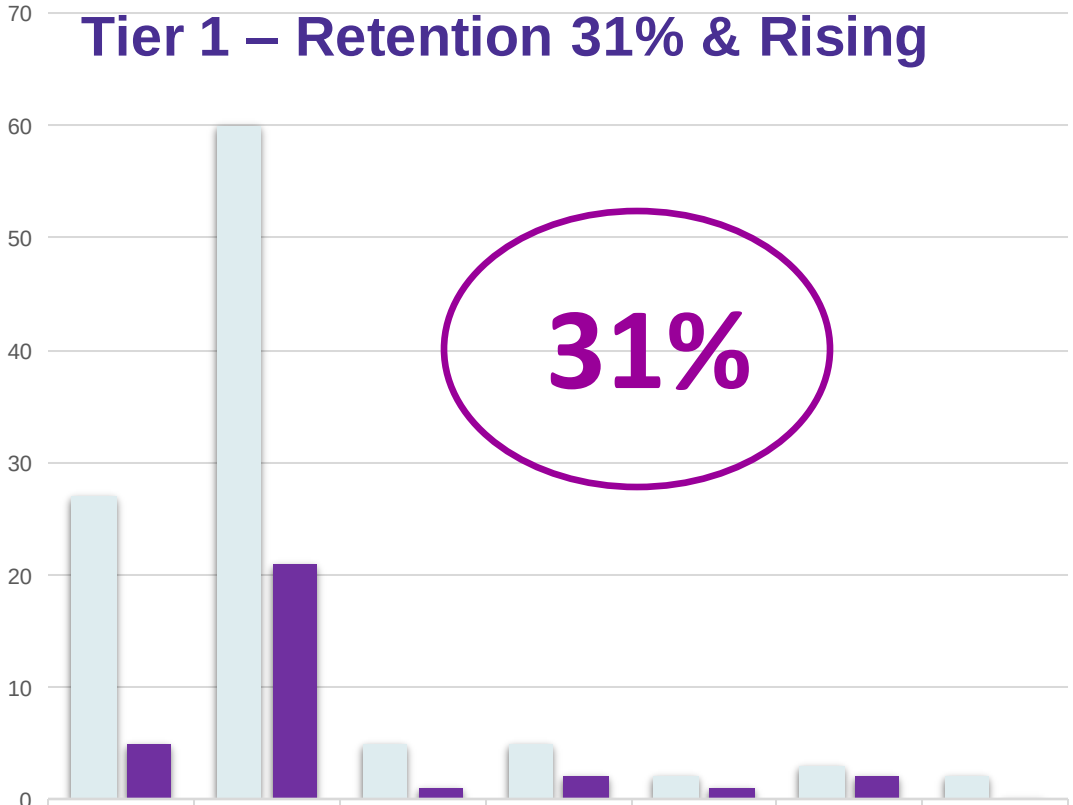




Tier 1 – Retention 31% & Rising



	Black Male	Black Female	Hispanic Male	Hispanic Female	White Male	White Female	Multi-Ethnic Female
T1 n	27	60	5	5	2	3	2
T1 Retained	5	21	1	2	1	2	0

T1 n T1 Retained

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Student Connectedness and Retention – Alignment with Tiering and "Lantern" Projects/Initiatives

Student Success = RP^2G

OHC Overall	2018	2019	2020	2021
Retention Rate%	66%	63.5%	66%	65%
KPI Goal %	60%	66%	64%	66%

1. Retention, Persistence, Progression, and Graduation are all features of our College-wide alignment and programming to include First-Year Experience, New Student Orientation components, and engagements.
2. Closing achievement gaps by incorporating "continuous improvement practices, and becoming more operationally efficient.
3. Testing, Refining, and Reporting (Communicating) successes and challenges to improve student success is our priority – both with students and faculty development.

Tiering: The Good, the Bad, and the Ugly
A Village

MOCHA Team – Caress, Shaun, Michelle, April, La Tonya, Patrice, Ta-Tanisha, Vincent, Tyler, Vance, Kimberly, Brandon Stephanie, Megan, Immanuel, Declan, Daniel, Tobias, Annie, Kristina

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Questions?