

Planning for Student Success

Joint Governing Board and DSP&BC Workshop

Presented by Chris Hill, Chris Tarman, and Scott Thayer

April 22, 2014

District Strategic Planning & Budget Council

- Chancellor, Cindy Miles
- VC Business Services, Sue Rearic (Chair)
- VC Human Resources, Marsha Edwards
- AVC Business Services, Sahar Abushaban
- AVC Human Resources, Tim Corcoran
- AVC Advancement & Communications, John Valencia
- President (CC), Mark Zacovic
- President (GC), Sunita Cooke
- VP Instruction (CC), Wei Zhou
- VP Academic Affairs (GC), Katrina VanderWoude
- VP Student Services (CC), Scott Thayer
- VP Student Services (GC), Peter White
- VP Administrative Services (CC) and Confidential Administrators Representative, Arleen Satele
- VP Administrative Services (GC), Tim Flood
- President Academic Senate (CC), Alicia Munoz
- President Academic Senate (GC), Sue Gonda
- Academic Senate Rep. (CC), Jesus Miranda
- Academic Senate Rep. (GC), Michael Barendse
- President Classified Senate, Yvette Macy
- President Administrators Association, Michael Copenhagen
- President AFT, Jim Mahler
- President CSEA, Rocky Rose
- Confidential Staff Rep., Kim Widdes
- Student Rep. (CC), Jaclyn Marlow
- Student Rep. (GC), Esau Cortez
- Sr. Dir. Fiscal Services, Linda Jensen
- Sr. Dir. Information Systems, Brian Nath
- Sr. Dean RPIE, Christopher Tarman
- Communications & Public Information Dir. Anne Krueger

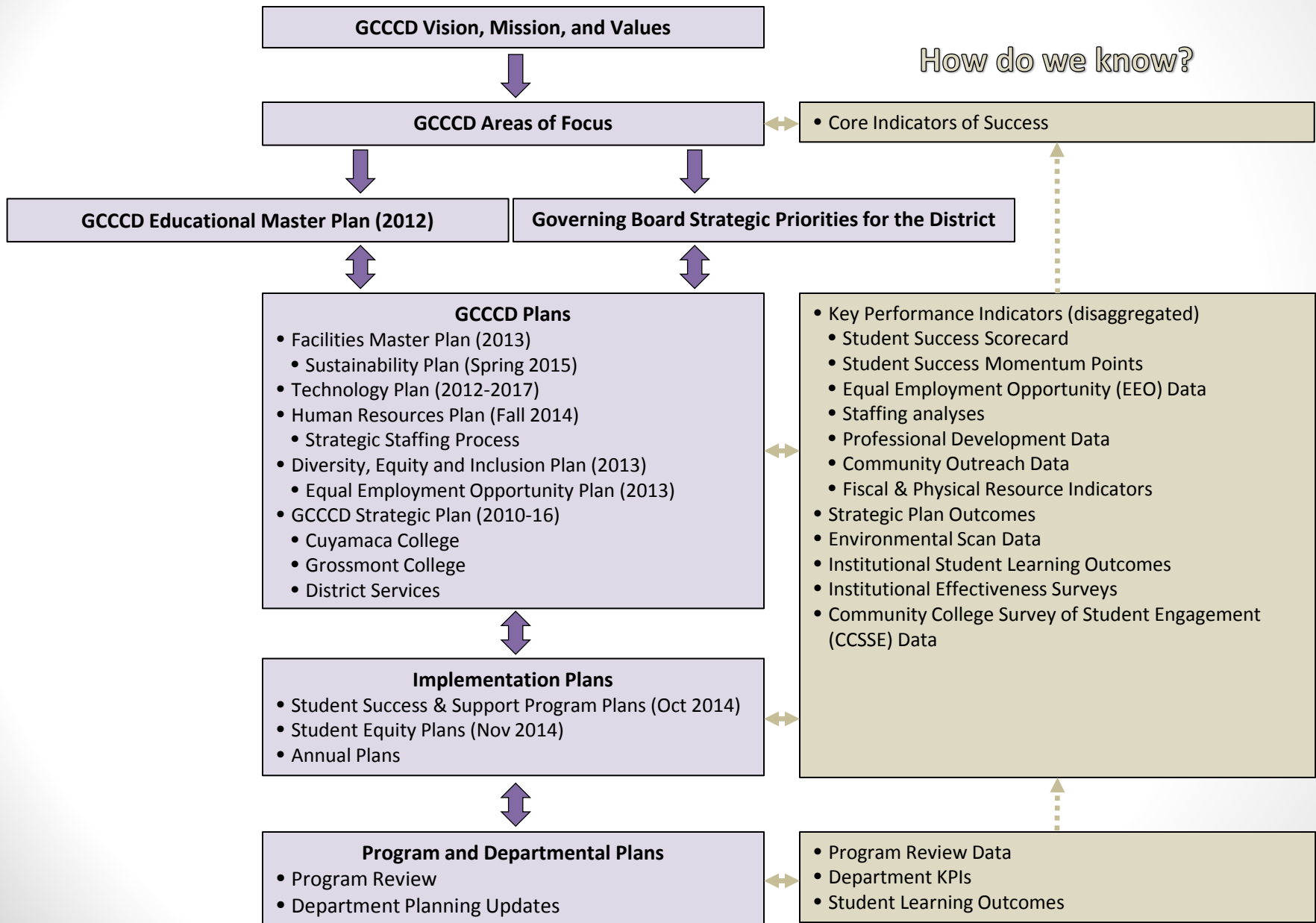
Expected Outcomes of Workshop

- Understand how plans and key performance indicators are interrelated
- Understand how newer plans (e.g., Student Equity Plan, Student Success & Support Program Plan, etc.) fit into the existing planning structure
- Review the proposed timeline for developing the 2016-2022 GCCCD Strategic Plan

Outline

- GCCCD Integrated Planning Model
- GCCCD Indicators of Success
- Coordination of Success Plans: GCCCD Student Success Committee
- District Services Planning
- Cuyamaca College Planning
- Grossmont College Planning
- 2016-2022 GCCCD Strategic Plan Development Timeline

GCCCD Integrated Planning Model



GCCCD Indicators of Success

Core Indicators of Success

Strategic Area of Focus	Key Performance Indicators	Strategic Area of Focus	Key Performance Indicators
I. Student Access Student demographics representative of GCCCD service boundary population	Data on diversity of students compared to service boundary population	III. Value and Support of Employees Workforce demographics representative of GCCCD service boundary population	Data on diversity of workforce compared to service boundary population
II. Learning and Student Success Closure of achievement gaps	Student Success Scorecard data disaggregated by ethnicity		



Diversity, Equity and Inclusion Plan

DEI Area of Focus & Goal	Key Performance Indicators	DEI Area of Focus & Goal	Key Performance Indicators
I. Student Access, Equity and Success 1. Seek to maintain a student population that reflects diversity in the community 2. Share information that leads to promotion of increasing success and course completion rates for students and/or while reducing the achievement gap	Monitor and disseminate information about diversity of student population compared to the community Disseminate information about disaggregated success and course completion rates once a year	IV. Developing a Diverse World-Class Workforce 1. Work with Human Resources to promote hiring of a diverse workforce	Develop data on diversity of workforce

GCCCD Indicators of Success

Diversity, Equity and Inclusion Plan

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Student Equity Plan (In Development)

Goals	Key Performance Indicators
TBD	A. Access The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.
TBD	B. Course Completion The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled.



EEO Plan

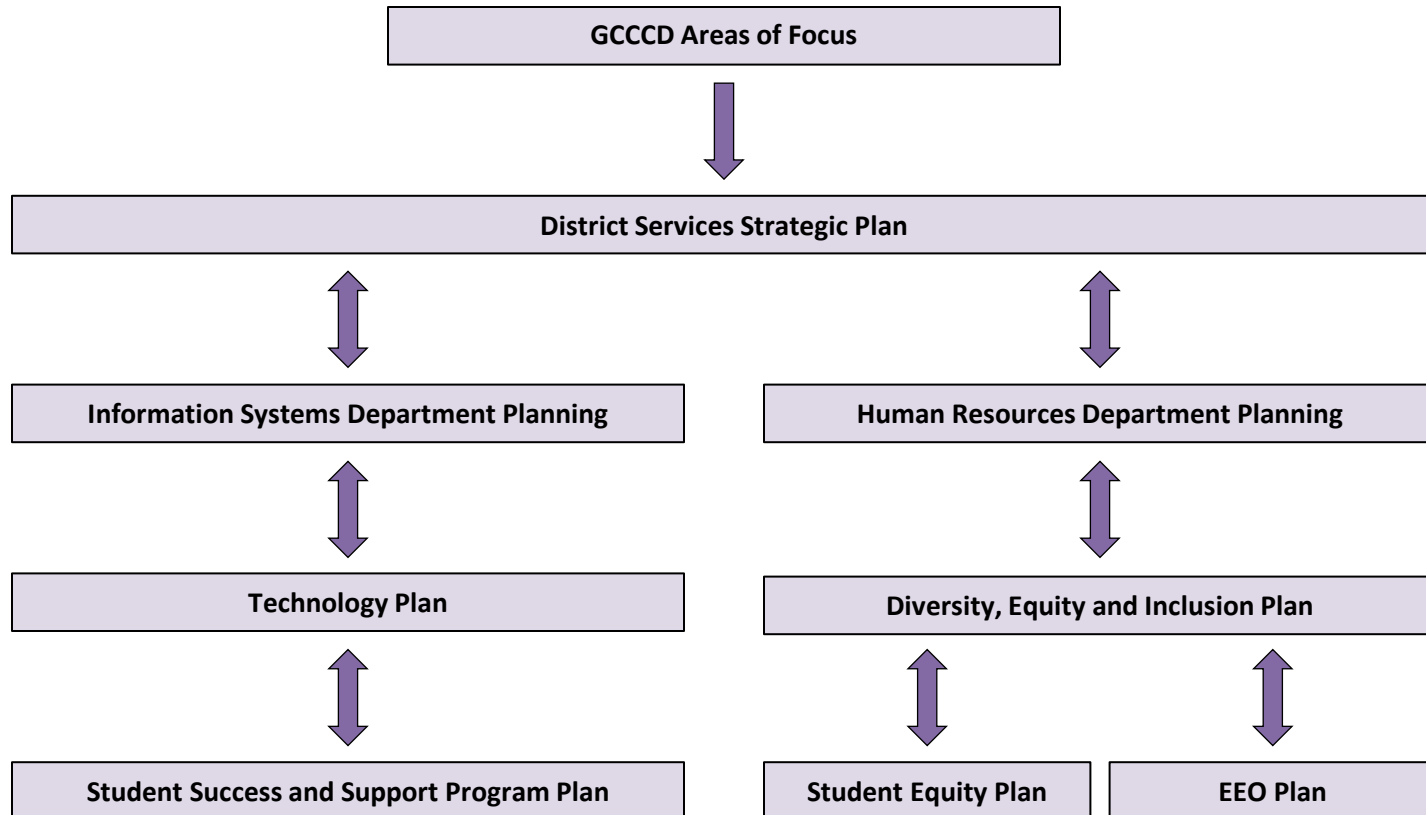
Plan Section	Key Performance Indicators
X. Analysis of District Workforce and Applicant Pool Human Resources will annually review and analyze the workforce composition and applicants for employment to evaluate progress in implementing the EEO Plan, to provide data needed for reports required by this Plan and to determine whether any monitored group is underrepresented.	EEO Data, 2007-2012 http://www/human-resources/documents/EEOdata2007-12.pdf

GCCCD Student Success Committee

- Implemented Title 5 enrollment priorities
- Analyzed data & researched best practices
- Developed Student Success Framework
 - Identified Student Success Momentum Points
- Implemented new technologies to support the Student Success and Support Program (SSSP)
 - New math and English assessment instrument (Accuplacer)
 - Online orientation (Cynosure)
- Created taskforce to address SSSP
 - Identified SSSP data elements
 - Prioritizing technology solutions
- Conducted business process analysis of student services (April 2014)

District Services Planning

District Services Planning



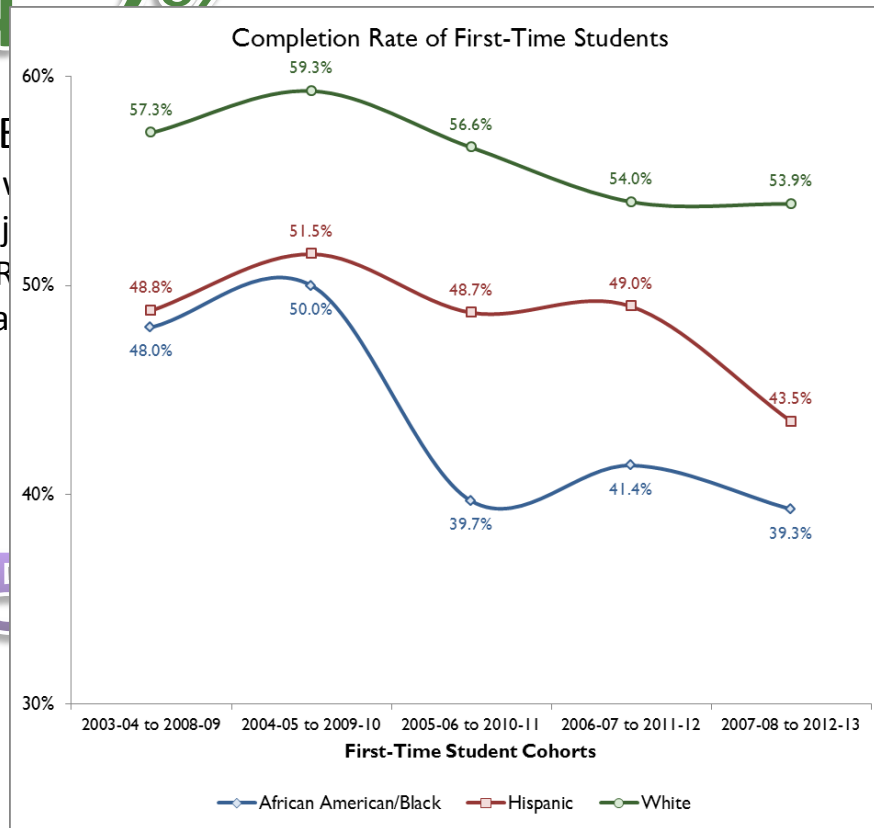
Grossmont College Planning

Successful Completion



Grossmont College--Key Performance Indicators

74.20%
PERSISTENCE
 (Students who, v
 consecutive maj
 credit course OR
 certificate or tra
 institution.)



7%
UNITS
 completed 30 or more units

(transfer-seeking students
 13 who completed a
 ed outcomes.)

Cohort = first-time student, earned 6-units in first three years, attempted math or English in first three years

Student Pathways to Success Project

- **November 2013:** Students Pathways to Success Retreat to gather college wide input into strategies and gaps for student pathways.
- **November 2013 - March 2014:** Taskforce researched best practices and developed student pathways framework (objectives and high-impact strategies)
- **March 2014:** College constituents provided feedback on the Student Pathways framework at the annual College Planning Forum
- **March/April 2014:** Conducted student focus groups to identify challenges faced in first year and student strategies for success.

The Grossmont College Experience: Student Pathways to Success

START STRONG

KEEP MOVING

REACH THE GOAL

- Outreach
- Welcome-to-Grossmont College letter
- **Orientation, Assessment, and Advising** (Academic and Financial Aid) through:
 - 1) "Student Success Days" each semester; and
 - 2) online modules
- Career/Major Assessment and Selection
- Comprehensive incoming transcript evaluation

Houses/Academies/Divisions
(with **curriculum roadmaps** and **integrative, contextualized learning**)
(such as: Science, Math, Allied Health, and Wellness; Business and Technology; Social Sciences/Liberal Arts; Arts, Language and Communication)

First-time to college students choosing the GC Experience will make the following first year commitments:

- Enroll **full-time** where possible
- **Select a major** within one of the houses/academies (undecided students will enroll on a first semester "Exploration Express" set of courses)
- **Begin math and English or ESL sequence**
- Participate in **"just-in-time" tutoring** when triggered
- Complete the following activities and track on scorecard:
 - 1) Meet regularly with an **assigned mentor** (faculty, staff, peer, or community)
 - 2) Meet regularly with an **academic counselor**
 - 3) Complete an **"educational plan to goal"** by the end of their first year
 - 4) Scheduled student events

Students participating in FYE will receive:

- Textbook assistance
- Priority registration for entire first year?

In the second year and beyond, students will:

- Continue to meet or be assigned a **faculty or staff mentor** from the house/academy they have chosen.
- Continue to participate in **integrative learning experiences** (house themed courses, learning communities, Umoja, etc.)
- Select at least one **engagement activity** (student leadership, clubs, community service learning, etc.)
- Continue to participate in tutoring when triggered
- Begin meeting regularly with:
 - 1) **transfer counselor** and participate in tours of local 4-year campuses and programs and/or
 - 2) **career service advisors** and participate in career exploration activities, workshops, presentations, and internships

- Automatic review and evaluation of transcripts for students with over 60 units with **notification of eligibility for certificates or degrees** OR courses still required for certificate or degree
- Provide **career and job placement support**

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What's Next?

- **April-May 2014:** Develop overarching Student Pathways to Success Experience with college constituent review and endorsement.
- **April-May 2014:** Prepare and submit Title V grant proposal by May 9th.
- **April-August 2014:** develop and finalize SSSP and Student Equity Plans

Cuyamaca College Planning

Cuyamaca College Planning

- **April-May 2014:** Develop and identify external funding opportunities [Title V: HSI, TRIO, etc.]
- **May 2014:** Review student success indicators and identify strategic goals for 2014-2015 [Cuyamaca College Council Annual Retreat]
- **April – September 2014:** Develop and complete student success plans [SSSP and Student Equity Plan]

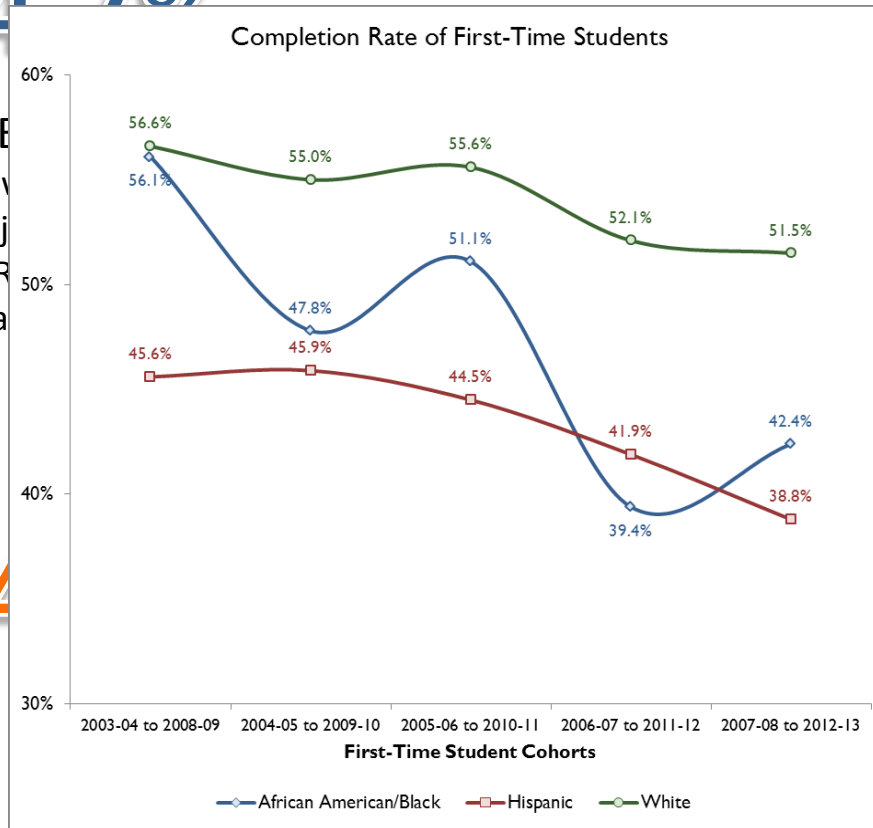
Highlights of Student Success Initiatives

- **November 2013:** Community outreach and information dissemination [High School Counselors workshop introducing Student Success and Support Program (SSSP)]
- **January 2014:** Developing academic support programs and resources for student athletes, coaches, and athletic department personnel [Student Athletic Orientation]
- **March 2014:** Training and professional development for faculty/staff/administrators to better help veteran students succeed [VetNet Ally Program & Welcome Home workshops]

Cuyamaca College --Key Performance Indicators

64.7%

PERSISTENCE
(Students who, v
consecutive maj
credit course OR
certificate or tra
institution.)



4%

UNITS
leted 30 or more units

fer-seeking students
12 who completed a
ed outcomes.)

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Success in Accelerated Remediation*

Outcome	Traditional	Accelerated Pathway	Improvement
1. Blended entering cohort completion rate of transfer-level math course	22%	50%	127%
2. Total cost of Pathway, including transfer course	\$264,766	\$289,796	-9%
3. Cost of pre-transfer math courses in Pathway	\$193,710	\$149,426	23%
4. Cost of per completer of transfer –level math course	\$1,934	\$831	57%
5. Percentage of Cost in Pre-Transfer Math Courses	73%	52%	30%

*Adapted from "A MODEL FOR STUDENT SUCCESS"
 A Presentation to the Board of Governors
 Robert Johnstone
 November 12, 2013

2016-2022 GCCCD Strategic Plan

2016-2022 GCCCD Strategic Plan Timeline

Fall 2014					Spring 2015					Summer 2015	
August 2014	September 2014	October 2014	November 2014	December 2014	January 2015	February 2015	March 2015	April 2015	May 2015	June 2015	July 2015
<ul style="list-style-type: none"> Conduct Institutional Effectiveness Surveys (CC and GC) Report 2013-14 outcomes 					<ul style="list-style-type: none"> Review survey results 		<ul style="list-style-type: none"> Joint DSP&BC/Governing Board workshop <ul style="list-style-type: none"> Review Areas of Focus Conduct and Review CCSSE Results 			<ul style="list-style-type: none"> Complete Data Scans 	
Fall 2015					Spring 2016					Summer 2016	
August 2015	September 2015	October 2015	November 2015	December 2015	January 2016	February 2016	March 2016	April 2016	May 2016	June 2016	July 2016
<ul style="list-style-type: none"> Kick Off Strategic Planning at the sites 	<ul style="list-style-type: none"> Trend Analyses Vision, Mission, and Values Review Goals Develop Draft Plan 				<ul style="list-style-type: none"> Collegial Consultation Group and Planning Forum Reviews 			<ul style="list-style-type: none"> Finalize Plans 		<ul style="list-style-type: none"> Board Adoption 	<ul style="list-style-type: none"> 2016-22 Strategic Plan begins

Conclusion

Questions and Discussion