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**Institutional Effectiveness Partnership Initiative**

**Partnership Resource Teams**

**List of Primary Successes and Menu of Options for Institutional Consideration**

Date of Initial Visit: February 22, 2018

Name of Institution: **Contra Costa College**

Partnership Resource Team Members: **Dr. Debbie DiThomas (Lead), Anu Khanna, Dr. Jane Saldana-Talley, Dr. Molly Senecal, Dr. James Thornburgh**

**Primary Institutional Successes**

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| **Description of Primary Institutional Successes** | **Notes and Comments** |
| High level of trust in current President and long-standing commitment to the College, community and students. Current President has committed to remaining engaged with CCC and the Interim President throughout the IEPI process, even though she has accepted a District position. | College is well-positioned and open to a conversation focused on the future.College faculty/staff acknowledge that having a former president in the District office whom they trust to translate College needs and concerns could be an advantage. |
| Establishment of college-wide Scheduling Committee committed to student-focused and data-driven scheduling practices. Committee includes passionate staff, faculty, and managers who: * care about the unique needs and challenges of implementing sound enrollment management procedures,
* understand the need to ‘right size’ the schedule to meet student/community needs, and
* acknowledge the need to expand the committee’s representation and scope to address factors of enrollment management in addition to scheduling.
 | Committee is working to identify key data elements and has drafted a set of scheduling principles. It may be easier to use this data to start a new schedule from scratch, rather than trying to change the old one.College is using Tableau software to encourage data disaggregation and open access to information.College expressed a need for technical support from District focused on local need.  |
| Established Council on Access and Retention (CAR) in fall 2016 as a cross-constituency leadership team for Guided Pathways. | Completed and submitted Guided Pathways Self-Assessment Tool assessing the College as in the early adoption phase.First-year plan for use of Guided Pathways funding is in progress.Career clusters/meta-majors are being identified; 17 chairs have collaborated with counseling faculty and developed 19 pathways. |
| Support of Academic Senate President, Council of Chairs, CTE Committee, College Council, Associated Student Union, Student Success Committee and Student Services Forum to move forward on college-wide initiatives, including the two focus areas identified in the PRT Letter of Interest: Enrollment Management and Guided Pathways. | College is currently setting up a tri-chair structure for Guided Pathway committees and is beginning to formally involve students in this initiative.The good work on Guided Pathways is not widely shared across the College, though the College is considering creative ways to keep colleagues informed of the progress made.College is aware that professional development is necessary to build a culture of change. |
| Student Services personnel have demonstrated a willingness to explore, pilot, and adopt new technology tools to support students. | College has already implemented several technology tools (StarFish, Ellucian for student education plans, CurricuNet for SLOs, degree audit, etc.). |

**Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan**

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| **Area of Focus** | **Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices** | **Models, Examples, and Comments** |
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| 1. **Enrollment Management: Data Literacy/Access/Use for Decision-Making**
 | 1. To improve data literacy and data use for decision making, provide professional development opportunities for campus personnel.
2. To improve utility of the data, use Tableau to create dashboards that contain charts and tables that are easy to understand, and adaptive based on selections of various filters.
3. To improve utility of the data, work with the district and sister colleges to determine what data elements are most beneficial to the process, and the best ways to look at them within the dashboards.
4. To expand access to data, consider data visualizations as a tool to encourage exploration and access to real-time data.
5. To address the need for onsite data expertise and efficient communication with the district research department, consider hiring a College data technician/researcher. Alternatively, work with the district to place an existing district data technician/researcher on the College campus or create a liaison relationship with a district researcher who specializes in the data needs of the College.
 | Effectively using data analytics is more than using better data, it is showing that data in a way that is readily usable: See <https://www.tableau.com/learn/webinars/lessons-data-visualisation-and-bi-university-nottingham>Review how other colleges use dashboards:*Tableau** Pierce College: <https://www.insidehighered.com/digital-learning/article/2017/03/15/pierce-college-uses-data-dashboards-improve-graduation-rates>
* Santa Barbara CC: <https://www.tableau.com/solutions/customer/tale-two-universities-tableau-higher-education>
* Santa Rosa Junior CollegeFactBook: <https://fact-book.santarosa.edu/current-factbook>Institutional Research: <https://research.santarosa.edu/oir-home>

*Power BI** West Hills CCD: <https://app.powerbi.com/view?r=eyJrIjoiY2NmNDIyNGEtZjBiZS00Y2ZlLTlkODEtODg1NjFlMzA1ZTAwIiwidCI6ImE3N2IzNjEyLTkxMGYtNDhlNC05ZTMzLTFiMWM0ZTNlMzkyZCIsImMiOjZ9>
* Sierra College: <https://app.powerbi.com/view?r=eyJrIjoiMjdjOTgxYjYtMmEwZi00MzRhLWEyZTctZGNlNmFiZjBjNjIwIiwidCI6ImI4Mjc1Yzg0LWFkOGEtNGViYi04MzZhLWM5ZDdkNDI1NGUzMyIsImMiOjZ9>

IEPI ASK on Data Disaggregation - <https://prolearningnetwork.cccco.edu/ask/topic/data_disaggregation>  |
| 1. **Enrollment Management: Strategic Enrollment Management (SEM)**
 | 1. To improve knowledge and use of strategic enrollment management practices:
	1. Provide professional development opportunities College personnel.
	2. Apply to have a College team participate in SEM program.
2. To develop a schedule that maximizes enrollment, is responsive to the needs of the community and the students, and still preserves appropriate breadth and depth of course offerings:
	1. Develop a clear set of principles and examples for SEM.
	2. Through analysis of data and trends, develop scheduling priorities to include rules for making decisions about what courses to add (when expanding the schedule) and which to cut first (when constructing the schedule).
	3. Develop training on how to read three-year course enrollment data in order to develop two-year course sequence plans and block scheduling.
	4. Consider inviting a consultant or an institutional researcher from another college to provide training (that can be replicated) on using enrollment data for schedule-building.
3. To avoid the need to cancel classes, use the scheduling committee to “right-size” a new schedule (rather than roll-over the existing one) that meets FTES Goals, while being focused on student enrollment patterns, and student and community needs.
4. Finalize the cancellation policy.
 | IEPI Strategic Enrollment Management (SEM) Applied Solution Kit (ASK) <https://prolearningnetwork.cccco.edu/ask/topic/sem> IEPI ASK SEM Tool: <http://rpgroup.org/All-Projects/ctl/ArticleView/mid/1686/articleId/178/IEPI-Applied-Solution-Kit--Strategic-Enrollment>Apply for Strategic Enrollment Management Program by March 30; program begins with SEM Academy, June 1-2, 2018.Review how other colleges use SEM:* Peralta College: <http://web.peralta.edu/accreditation/files/2012/03/4-PCCD-Districtwide-Enrollment-Management-Plan-2-8-12.pdf>
* ACBO presentation from 2015 re: setting enrollment goals and building an enrollment planning tool: <https://www.acbo.org/files/Enrollment%20MGMT/ACBO_EM_STOUP.pdf>
* LA Harbor’s plan with scheduling priorities: <https://www.lahc.edu/govplanning/EnrollmentManagementPlanCPCapproved8252014.pdf>
* LACC (Zero-based scheduling): <https://prolearningnetwork.cccco.edu/sites/default/files/wp-content/uploads/2018/03/Abstract%2018_Zero%20Based%20Scheduling_LA%20City%20College_Final.pdf>

Review cancellation policies and principles for enrollment management from other colleges:* ASCCC:<http://www.clpccd.org/education/documents/stateas_position_on_em.pdf> (refer to page14)
* Sacramento City College: <https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/47fedc6c-829a-4fd2-b514-4d279657e5ba/Class%20Cancellation%20Guidelines%20April%202010.doc>

Book: [https://www.insidehighered.com/blogs/confessions-community-college-dean/redesigning-america’s-community-colleges-response](https://www.insidehighered.com/blogs/confessions-community-college-dean/redesigning-america%E2%80%99s-community-colleges-response)Review the RP Group’s study on student support factors that lead to success. <https://rpgroup.org/Our-Projects/Student-Support-Re-defined/SuccessFactorsFramework>  |
| 1. **Enrollment Management: Student Behaviors**
 | 1. To better inform FTES estimates as the semester nears, develop a program that is aimed at getting students to register earlier in their enrollment windows.
2. To fully capture FTES, develop a program to ensure that students are officially registered before the census date.
3. To help students make informed scheduling decisions, utilize a long-term schedule which is based on comprehensive education plans and students’ informed educational goals.
4. Develop a plan to publish and enforce registration and enrollment deadlines and create a marketing campaign to inform students about the implementation of this plan.
 | Send team including administration, A&R personnel, and academic faculty to see how deadlines are enforced at another community college (either within the District, or at another district in our system).Norco College A&R provides a good example of an A&R Timeline<https://www.norcocollege.edu/services/admissions/Pages/index.aspx>See Riverside Community College District BP/AP 5075 for Add/Drop Procedures<http://www.rccd.edu/administration/board/New%20Board%20Policies/5075BPAP.pdf> |
| 1. **Guided Pathways**
 | 1. To ensure successful implementation and sustain Guided Pathways at CCC:
	1. Continue to engage in the CA Guided Pathways Initiative.
	2. Continue to complete necessary stages to access the one-time Guided Pathways Award Program which will be allocated incrementally to colleges through June 30, 2022.
2. To engage internal and external College communities and maintain momentum in the Guided Pathways effort, consider the following:
	1. Utilize management team or develop a “trainer of trainers” team to create a shared understanding across the College of CCC’s vision for Guided Pathways.
	2. Develop a clear communications plan designed to share Guided Pathways progress, successes, goals, and timelines--such as a “wall of progress” and dedicated web presence.
	3. Utilize CAR members to host forums, brown bags, Q & A sessions, etc., to both inform College of progress and to gain college-wide input.
	4. Break down silos between Guided Pathways sub-committees, and institutionalize practice of counseling and student services staff working with faculty to consider all factors in pathway development.
3. To develop pathway options that are responsive to student need, consider the following:
	1. Use currently available data from student comprehensive education plans, declared goals, student behaviors, and goal completion to inform pathway development.
	2. Develop pathways to include specific course sequences and progress milestones across disciplines.
	3. Ensure that students can develop appropriate academic plans by offering multi-term schedules and access to academic advising.
	4. Utilize student progress and predicted intrusive intervention point data from programs such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program etc. to provide targeted academic and non-academic support services to promote student learning and persistence.
	5. Collaborate across College departments/units to build coordinated, targeted marketing efforts to inform students of pathway options. (Some examples of potential target groups heard during the initial visit are: Latinos, Native American students, Former Foster Youth, Veterans, ESL/ECE, and older/returning students.)
	6. Examine the possibility of establishing cohort-based pathways for student groups that do not traditionally have any formal structure or support, including disproportionally impacted student groups. Utilize examples of cohort models that have proven successful in the past, (such as student athletes, EOP&S, FYE, etc.).
4. To encourage faculty participation and leadership, continue investigating the best way to compensate faculty for their involvement in the development of Guided Pathways.

  | California Guided Pathways<https://www.caguidedpathways.org/>CA Guided Pathways Award Information<http://cccgp.cccco.edu/process-information> IEPI Guided Pathways Applied Solution Kit (ASK) <https://prolearningnetwork.cccco.edu/ask/topic/guided_pathways> Review how other colleges are approaching Guided Pathways:* Mt Sac: <https://prolearningnetwork.cccco.edu/preparing-the-college-for-students%E2%80%A6not-just-preparing-students-for-college-an-organizational-strategy-for-implementing-guided-pathways>
* East LA College (clear format with a balanced equity lens): <https://www.elac.edu/facultyStaff/committees/acadsenate/doc/Fall-2017_CampusForum--TheGuidedPathwayApproach.pptx>
* San Francisco (CCSF) (focus groups and interviews last semester for pathways): <https://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Guided_Pathways/CCSF_Presentation_v3.pdf>
* Gavilan:<https://www.gavilan.edu/news/2018/01/Guided%20Pathways%20Workplan.php>

Generic example of a timeline to communicate with the campus: <http://cccgp.cccco.edu/Portals/0/uploads/GP-NewTimeline-101117%20%282%29.pdf>Book: [https://www.insidehighered.com/blogs/confessions-community-college-dean/redesigning-america’s-community-colleges-response](https://www.insidehighered.com/blogs/confessions-community-college-dean/redesigning-america%E2%80%99s-community-colleges-response) |