**Day One – Goal Team Review and Recommendations**

**Activity Guidelines:**

**Each Goal Team will review the “What if” wall and the Mission, Vision, and Values Wall then the Goal team Co-Chairs will lead a discussion about any gaps in their goal team’s stated Goals and these items and any revision(s) necessary in the stated goals to address the gaps.**

1. How do we determine success? Conclusion: We need different measures of success.
   * + - 1. Tracking job placement is very difficult; however, the technical programs work hard at keeping up with this information.
         2. Tracking a sense of job satisfaction from students who leave our programs.
         3. One group of students have an academic degree as a goal.
         4. Another group of students wants to improve their employment or under-employment situation.
         5. Another group of students are interested in personal enrichment only
2. Are student focus groups needed for qualitative measures of success?
3. Are employer focus groups needed to measure quality of workplace skills?
4. Student can set type of goal and then we could track PERSISTANCE to GOALS, somehow: possible initial data drawn from Learning Frameworks, then periodically surveyed?

We need indirect measures (survey matriculated students) that:

* Measure job PLACEMENT satisfaction (in a job, in a related career, advancing in desired career)
* Measure actual student intentions (e.g., not to select an arbitrary degree choices that support financial aid processes; transfers in-state and out-of-state makes student intent hard to assess.)

A possible edit to existing Success Goals is to change the time parameters: fall to spring, fall to fall. This may not be a meaningful or accurate view of various definitions of success.

B6 – Needs rewording. Maybe all the B’s need rewording

Some of the B goals are also needed for Achieve the Dream analysis.

Our data may be “valid but not reliable.” We may have to live with the high level of flux in student behavior.

Can we update student goals as they change after initial enrollment? Can we measure how frequently those goals change? Will these perspectives muddy the data when making longitudinal comparisons, especially when added to changing demographics in student body.

We need to track impact of existing diversity initiatives: campus-wide, degree area, population numbers, retention, etc.

**Activity Guidelines:**

**Each Goal Team will present any recommendations they have for revision of their strategic goal. *Be prepared to project the recommendations on the projector*.**

**Recommended Change in the Goal Team Wording:**

**SUCCESS**

**Track Persistence to Goals and Increase Success**

**Day One – Goal Team Data Review**

**Activity Guidelines:**

**Data Review – Each goal team should review the data provided and answer the following questions:**

1. **What does the data show?**
2. **What is the target for each stated goal/sub-goal and is it appropriate?**

B1.2 20% goal is okay.

B2.1 25% goal may be too aggressive—resulting in 94% target for example. Perhaps a 20% target may be more realistic.

B3. Again, is a 90+ performance level appropriate? 20% may be too aggressive.

1. **Where are the gaps between where we are and where we want to be?**

B2.2 Fall to Fall data for black students drop off, why?

Can we do something to encourage dual credit students to earn 15 credits instead of 12?

**4. What other data do you need?**

B1.1 Add International Student category. Explore why minority success points are lower.

Cohort analysis that includes course schedule grouping.

Cohort analysis that reflects number of students who are retaking classes for a higher grade.

B3. We need to add African American and Hispanic American data breakout.

B3. Does the number of hours include transfer hours or just GC hours?

Is it possible to drill down to student ID/Name on the numbers listed in Developmental Course Completion data table (qualitative)? This may provide insight into student success characteristics.

**Goal Team Meetings – Thursday November 14th**

**Activity Guidelines:** Goal Team Conversations: Each goal team should continue discussions on data and initiatives to address the gaps.

* 1. **Discuss what has been revealed in the data and potential initiatives to address the gaps in the data.**

Consider Educational intent issues

Under prepared Hispanic students

Possibly cultural issues

Socio economic status

TSI Impact on student success

Support Services from ABE (I Best model)

Look at attendance data

Early alert system

Engagement

* 1. **Identify additional data that may help in decision making**

Of the workforce education students what is the # of students who are not TSI complete?

Why are students not completing courses (F vs NF)

**Day Two- Goal Team Conversations Continued**

**Activity Guidelines:** Goal Team Conversations: Each goal team should continue discussions on data and initiatives to address the gaps. (Use 11-14-13 discussion and How Can We Wall)

1. **Discuss what has been revealed in the data and potential initiatives to address the gaps in the data.**
2. **Identify additional data that may help in decision making**

**B1. Improve Course Completion**

* By 2016, have a 20% increase in course completion (C or better). (from 63% to just over 75%)
* By 2016, have a 20% increase in developmental course completion. (from 54% in Math to nearly 65%)

**Potential Initiatives**

**Attendance (Mandatory vs reporting only)**

**Success Coaches**

**Tutoring and career coach**

**Set and enforce Pre Requisites consistently**

**Provide supplemental instruction**

**Orientation**

**Pre-test/screening to enroll in online classes**

**Attendance—monitor weekly activity for Internet classes**

**Increase training and use of early alert system**

**B2. Improve Student Retention**

* By 2016, have a 25% increase in fall-to-spring retention (From 70% to 87.5%)
* By 2016, have a 20% increase in fall-to-fall retention (From 50% to 60%)
* By 2016, have a 20% increase in fall-spring-fall persistence. (from 47% to 59%)

**Potential Initiatives**

**Create a student identity (sense of belonging to Grayson)**

**Assign faculty advisors related to field of study and maintain Individualized Learning Plan (ILP)**

**Advisors serve as mentor/coach**

**Promote student accountability/responsibility**

**Update ERP to streamline advising/registration process**

**B3. Increase the number of students progressing toward a degree, ensuring representation of students representing the diversity of our community**

* By 2016, have a 20% increase in the number of students earning 15 hours of credit.
* By 2016, have a 20% increase in the number of students earning 30 hours of credit.
* By 2016, have a 20% increase in the number of students earning 45 hours of credit.
* By 2016, have a 20% increase in the number of students earning a certificate.
* By 2016, have a 20% increase in the number of students earning an associate’s degree.

**Potential Initiatives**

**Increase support for high school recruitment to focus on diverse groups**

**Increase presence in community for recruitment**

**Set achievable initial goals for degree or certificate attainment (focus on certificate first for many students) – New TSI may encourage more certificate majors**

**Data**

**Fall completion is 58% unprepared and 68% prepared**

**Data Requests**

**Dual credit data to track completion and success**

**Data for fall completion 2013 looking at Learning Frameworks cohorts**

**Completion data for FTF, INT, HYB, WK, HS**

**B4. Improve time to degree, ensuring representation of students representing the diversity of our community**

* By 2016, have a 25% decrease in the time to degree (from just over 4 years to nearly 3 years)
* By 2016, have a 25% decrease in the number of hours taken by a student who ultimately earns a degree (from 88 hours to 66 hours)

**Potential Initiatives**

**Lockstep degree plans (facilitated by new ERP)**

**Accelerated learning in DevEd**

**Create schedules that allow for and promote 15 hours of instruction**

**Require students to see faculty advisor**

**First semester students must have schedule approved by faculty advisor**

**Review and improve course sequence to degree and certificate plans**

**Adhere to pre-requisites in degree plan**

**Automatic granting of degrees and certificates**

**Data**

**(see goal statement)**

**B5. Increase student transfer success**

* By 2016, have a 100% increase in the number of students who transfer after earning 30 hours of credit.

**Potential Initiatives**

**More internships that link students to careers and community**

**Refine the academic advising process in the academic studies area**

**Interventions for students who do not perform well enough to get into select programs.**

**Build stronger partnerships with transfer institutions**

**Day Two – Review Challenges and Develop Final Initiatives**

Activity Description:

Goal Team Presentations – Goal teams should be prepared to present the final list of initiatives to the large group.

Activity Guidelines:

Final Initiatives – Each goal team should refine its list of initiatives prioritize the list and answer each of the following for each initiative:

* Focus Questions (think big picture):
* What would it take to achieve the initiative?
  + What people-resources do we need?
  + What financial resources do we need?
    - All must have consensus—all agree on what is vital to the mission and goal.
    - Each objective should follow a verb-plus description.
    - All should begin with the words, "we must….“
    - Each should address a single issue.
    - Each should have an owner, the person (department) responsible for carrying out the strategy.

\*\*\*\* Looking at No/Low cost initiatives \*\*\*\*

* Prerequisites need to be programmed into ERP system to control enrollment. Deans will need to verify that prerequisite programming stays in place and remain correct.
* When we require faculty advising, override permissions need to be available to them, or they will not be able to complete enrollment processes.
* We need to develop an appropriate process to assign students to faculty advisors. We will need advisors to maintain some data to help the institution identify reasons for low retention.
* Students are not able to interpret degree audit. This may be an ERP issue, but there may be other, immediate, solution to lack of understanding
* We could consider “dead week” to facilitate mandatory advising.
* Mentoring program for “at risk” student based on Noel Levits (or similar) assessment. (Scaling this will have a significant cost.)
* Attendance policies and early alert process may improve course completion.
* Have stronger partnership with transferring college to promote transfer success.
* Explore student preferences for advising. Will students take greater advantage of online options (for example).
* Encourage students to pursue “stackable” credentials--certificate to degree.