

Analysis of Community Summit Results (September 12, 2013) by the Strategic Leadership Team

ENDS	Academic Alignment	Access	Community Outreach	GRCC Experience	Student Success	Workforce Development
Overall Score 1 – Minimally Effective 2 – Effective 3 – Highly Effective	2.42	2.28	2.14	1.71	1.85	2.71
What strengths does GRCC have regarding this End as evidenced by the Summit discussion?	<ul style="list-style-type: none"> •Positive evidence of transfer to four year institutions •GRCC does a good job working with the four year institutions and high schools •Tactical accomplishments are amazing (we were unsure what this meant) •Two years of education at GRCC can satisfy the needs of students 	<ul style="list-style-type: none"> •Regional – Early College programs •Online Classes – Do we have any programs that students can complete all online? No, but there is a group of Community Colleges that a student potentially use to complete a program. •Reverse Transfer Program and summer classes support “traditional role”. •Mouth-to-Mouth marketing is happening in regards to getting the basics (also an opportunity) •-Fast-track and Bridge Programs 	<ul style="list-style-type: none"> •Community Summit group saw that GRCC added economic value to the community 	<ul style="list-style-type: none"> •We have a solid foothold and great connections within the greater community (presents great opportunities for our students) • We already have many of our students and employees (adjunct) well connected and possibly working within the greater community •We have MANY alumni that we could leverage to improve our GRCC Experience 	<ul style="list-style-type: none"> •Overall, we do a good job of making connections with students- but faculty advising is most critical, should we bring back Advising Day? • •Course success rates are positive. •Attentive to data and decisions made based on this data- but are we measuring the right things and reporting out on the right information? •Rigorous and affordable- we are challenging, caring & nurturing. •Make individual connections 	<ul style="list-style-type: none"> •Strong perception that we are doing this work well. •Community values that WD campus wide is a part of GRCC’s Mission
What weaknesses are apparent based on the Summit discussion?	<ul style="list-style-type: none"> •Too much developmental education at GRCC •Move developmental education back to the high schools and out of GRCC •Students are not prepared for college when they come to GRCC •Better alignment is necessary with the high schools and not just with four year institutions •The voices of students 	Regional – we can’t do enough because it not an option (Kent County tax dollars, legal issues such as counties need to be contiguous). Discussion on annexing and that another county’s leadership would need to express interest. Educate Stakeholders. Sometimes Classes don’t fill.	<ul style="list-style-type: none"> •There is a lack of understanding of what Community Outreach means as evidenced by the community responses. •Our measures/indicators do not align with our End. 	<ul style="list-style-type: none"> •We seem to have little awareness within our community regarding involvement opportunities, and there is a narrowness of how student involvement is defined and measured on campus. •We should redefine community college involvement in a more broad and encompassing way to compliment the diversity of our students 	<ul style="list-style-type: none"> •ACT WorkKeys and other assessments not widely used. It is unclear who at GRCC knows about these inventories. They may provide students important tools to learn about their strengths and aptitudes. •Danger in fragmenting and diluting the work based on the granular nature of what we are tracking. It is easy to lose sight of the overall big 	<ul style="list-style-type: none"> •We need to BRAND ourselves •Streamline our academic processes to better meet time frames of industry needs •Develop more strategic partnerships/collaborations •Measures were questioned •Arts & Sciences faculty & staff need to better understand their critical role in WD

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	are missing at the table – we need to ask them what they need/want			(i.e., can't be defined and measured as it would at a four year institution).	<p>picture of what we are striving to accomplish.</p> <ul style="list-style-type: none"> •There is a pressure around completion/retention and skill building. All the workplace wants is for students to have the skills. So there must be balance. •Advising conversations are not always captured. •We need to focus more on intentional and early interventions with students (one size doesn't fit all, make sure that all full-time and adjunct faculty are heading in the same direction). 	
<p>Was anything in the discussion threatening to GRCC?</p>	<ul style="list-style-type: none"> •Comments suggested that GRCC 'slams' K-12 regarding high school graduates and developmental education needs •Comments suggest that GRCC focuses more on transfer to four year then on graduating with a terminal degree from GRCC and working 	<ul style="list-style-type: none"> •Geographic-potential threat but not immediate (if another CC "moves in"). •Early College – threat is lack of faculty buy-in •Online Classes – making them accessible •Financial Aid – doesn't cover and many changes. Pell Grant max out. Student Loan 150% program. •MOOC-Huge long term threat. Some institutions are adding to course work. Homogenized education. 	<ul style="list-style-type: none"> •We are not branding well enough •We are working hard to be all things to all people 		<ul style="list-style-type: none"> •Access and "open door" may lead to perception that we are "easy" •Robotics is the biggest threat- will reduce jobs- will change the world the students are entering- so what does that mean for the future of education? •Curriculum development schedule – where is ideal in the schedule and how do we manage this with the rapid change in the world (what's too early and what's too late?). •We take so long to make decisions that we can miss the boat- our processes lack agility. 	<ul style="list-style-type: none"> •If we do no move faster in development and keep current technology (both directed at faculty, staff, overall curriculum) we will not be seen as a top school •What happens when the "money dries up"

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<p>What opportunities did the Summit discussion suggest?</p>	<ul style="list-style-type: none"> •COMMUNICATION and BRANDING should be a priority for GRCC. What are we trying to accomplish regarding transfer/articulation at the K-12 level and four year level? •There is an opportunity for more support in the transfer/articulation area. Only one person is working on these initiatives now and in previous years there were multiple people with multiple support staff. If GRCC has specific goals surrounding academic alignment there is an opportunity to discuss what these goals are, and how they can be accomplished •There is an opportunity to respond to the community members who participated in the Summit to let them know what we did with their comments/suggestions 	<ul style="list-style-type: none"> •Improve partnership with K-12 •Assistance and buy-in from everyone, especially faculty •Sell ourselves more based on access (last summer: Save \$20,000 by coming to GRCC) •Stricter about student completion. •Not advertising Arts & Sciences enough (get your basics). Focus is on workforce. Also Obama focus is on workforce training so CCs get that reputation. What does this mean for us? •More marketing 	<ul style="list-style-type: none"> •We need to do a better job of communicating what Community Outreach is at the College •We should consider renaming this end “Community Engagement” 	<ul style="list-style-type: none"> •More structure is needed to train and support students within our clubs and organizations, need to make more connections with alumni, and more shared collaborations with staff development (such as the wellness opportunities and the GoSeeGR! program 	<ul style="list-style-type: none"> •More focused partnerships with high schools could increase student preparedness for college-level work. •We should increase clarity of how our programs and pathways are set up •We should better align our classes with those that students are completing in high school. •In reputation and programming we should strike a balance between being an institution of higher education that nurtures and supports students while also challenging them with rigorous academic programs. •Advising must include connecting students to resources. •Support professionals play a significant role in the advising. •What are the competency skills that employers want- what “soft skills” are essential? •Higher thinking skills will be so important in the future- what are the new “entry-level” skills necessary now that programs like robotics come more into the workforce? •We could place more 	<ul style="list-style-type: none"> •BRANDING – multi-level – Strategic Development of telling the story of GRCC internally and externally from the WD perspective •Internships/Externships are critical – promote more (do more)

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					emphasis on helping students attain and demonstrate skills and competencies that have practical value <ul style="list-style-type: none"> • Cohorts build a family and community of students and faculty. • Consider advising by major- held together by common issues, classes, direction? 	
Remain as an End?	Yes	Yes	No (but concept of Community Engagement should be addressed by other Ends)	No (incorporate as a strategy under Student Success)	Yes	Yes