

GRCC New Strategic Plan – 2018-2021

DRAFT – March 1, 2018

Strategic Goal #1: Teaching and Learning

The College develops curriculum and supports instruction that measurably improves student learning.

CAP 1.1 Schedule and Program Optimization

The purpose of this project is to strategically evaluate our schedule and program offerings against student and market demand, particularly given the fact that 70% of our students attend part time. This project seeks to engage a wide group of college stakeholders and constituents to better understand the needs of our current and prospective students in relation to course scheduling, course and program delivery, and program offerings. The activities associated with this project will include identification of new data sources, evaluation of data, and generation of recommendations to improve our course and program portfolio to increase enrollment and completion. In addition, this project seeks to better understand the economic and student demand within our region, and how that information should inform program development, recruitment, and marketing.

CAP 1.2 Strengthen Our Systems for the Assessment of General Education (Current CAP project)

The purpose of this project is to strengthen GRCC systems for the assessment of general education through the following approach: focused, actionable, connected to learning, and leveraging existing processes/practices. The goals of this project are to establish a routine schedule for assessing student learning outcomes in all of our general education distribution areas and a cycle of assessment that includes analysis by faculty.

CAP 1.3 Expand and Improve Outcomes in On-Line Learning (Current CAP project)

The purpose of this CAP is to increase the success of distance learning students by supporting students during the distance learning experience by expanding virtual services. The goals of the project focus on these aspects of the distance learning student experience include: 1) taking steps to ensure distance learning is a good fit for students prior to enrollment; 2) effectively preparing students for distance learning once enrolled; and 3) effectively supporting students during the distance learning experience through a campus synchronous solution.

Indicators of Success: How will we know we are making progress on the Teaching and Learning goal?

- Licensure pass rates
- Program level assessments – as measured by Perkins indicators
- General learning outcome assessments
- Course success rates for selected gateway courses

Strategic Goal #2: Completion and Transfer

The College maintains focus on successful student goal achievement whether that be completion of a degree/credential, successful transfer to another college, or personal interest/skill attainment.

CAP 2.1 Implement the Academic Pathways Model at GRCC (Current CAP Project)

The purpose of this project is to continue the implementation of the Academic Pathways model. This requires systematic changes to improve both access and success. Clearly structured, coherent program pathways will

be developed that enable students to meet their career and transfer goals. The project requires redesigning instruction, curriculum, and student support services to facilitate students' learning and success as they progress to completion. As a systems change, all of the Academic and Student Affairs area will be involved. Additional college resources may be required. Key organizational processes include admissions, advising, orientation, program review, curriculum development, transfer, classroom instruction, tutoring, financial aid, student progress tracking, and high school outreach.

CAP 2.2 Establish and Implement a New Model for Academic Advising

The purpose of this project is to create an efficient, sustainable advising model building on the work already underway with the MCCA Academic Advising Academy. Specific goals include: 1) prioritizing student needs and aligning services (triage system that differentiates between scheduling help, selecting a major, career assistance, students who know where they are going to transfer versus those who don't, etc.); 2) identifying specific advising roles at GRCC (faculty, advisors, etc.); 3) supporting training needs for advisors; 4) developing strategies that increase internal communication among key institutional stakeholders that support students; and 5) increasing relationships and communication between GRCC and transfer institutions.

CAP 2.3 Improve the Student Transfer Experience

The purpose of this project is to improve the student transfer experience by focusing on campus-wide improvements through better information, processing tools, transfer institution collaborations, etc., to establish a smoother experience for students. Specific goals include: 1) benchmarking best practice and curriculum change; 2) establishing tools that provide a real-time view of a student's path and progression toward transfer; 3) investigating software that would cohesively track and manage current academic plans with transfer institution requirements; 4) creating liaison positions between academic development and other colleges; and 5) potentially establishing a University Center.

Indicators of Success: How will we know we are making progress on the Completion goal?

- Fall to fall retention (Current indicator of success)
- Graduation yield (ratio of credentials conferred to those enrolled) (Current indicator of success)
- Successful transfer to another college (whether or not they earned a degree)
- Monitoring student intent against completion
- Time to completion (How long does it take the average student to earn a credential?)

Strategic Goal #3: Equity

The College works to create and support equitable practices across the institution to remove barriers and ensure high comparable outcomes for all identifiable groups.

CAP 3.1 Close Achievement Gaps/Accelerate Achievement for Student Segment Groups

The purpose of this project is to determine and implement strategies to reduce achievement gaps between different student segment groups or accelerate achievement for identified groups, including African-American males and females, Latino males and females, veterans, students with disabilities, first scholars, foster care students, single parents, rural students, etc. The goal is to expand on the work of the multiple 2014-2018 projects that have shown success in either reducing achievement gaps or accelerating progress by working with selected student groups. The projects will include the expansion of additional groups beyond those currently identified.

CAP 3.2 Build an Inclusive Campus for All (Expands the work of a current CAP)

The purpose of this project is to foster a community where students, faculty, staff, and community members feel safe, valued, and able to bring their genuine selves. Specific goals include: 1) conducting a comprehensive Campus Climate Study in 2019; 2) creating “courageous conversations” where appropriate; 3) offering professional development training for equity and inclusion, including training for intergroup dialogue, inclusion advocates, etc.; 4) increasing faculty retention and recruiting of target groups through marketing the benefits of how the individual and GRCC can reach/teach diverse student populations; 5) implementing employee mentorship initiatives for underrepresented populations to build community and foster equitable practices across the institution; and 6) developing and implementing leadership development initiatives to help underrepresented populations prepare for promotion opportunities.

CAP 3.3 Establish a Single Stop Center Connecting GRCC Students for Food, Housing, and Emergency Cash

The purpose of this project is to provide access to critical resources to support students as they attend college. Specific goals include: 1) providing a single-stop resource center for students experiencing housing, food or financial needs; 2) spreading services beyond main campus to include Lakeshore and other off-campus locations; 3) creating intentional links with community resources; and 4) increasing awareness of how these issues decrease student success and how positive remediation can support students to meet their goals.

Indicators of Success: How will we know we are making progress on the Completion goal?

- Campus climate survey results (including students)
- Access rates for underrepresented groups compared to service region
- All completion indicators by race, ethnicity, Pell, gender, age, and starting levels (dev ed/no dev ed)
- CCSSE/SENSE survey results by segment groups

Strategic Goal #4: Community Impact

The College seeks to positively impact the community through students who remain in the service region holding living-wage jobs, as well as through collaborations with education and community partners.

CAP 4.1 Establish a Career and Resource Center

The purpose of this project is to create a student/employer career resource to assist students in selecting careers, building careers, and finding jobs. This hub will serve to connect students and employers as well as incorporate all the existing resources we have (Focus 2, Career Coach, Handshake, etc.). The center will be designed to serve prospective students through four-year college placement and/or job placement. Goals include: 1) establishing partnerships with the Alumni Association and Foundation to cultivate relationships with former students, student assistants, and recent graduates; 2) helping students identify professional and personal goals sooner through institutional engagements with high schools and middle schools; 3) enhancing internships, job leads, mentoring, job shadowing, and non-traditional apprenticeships; 4) finding community partners to fund these programs and expanding our capacity to seek and obtain grants; and 5) creating a system of liaisons/partnerships between faculty and outside business sectors.

CAP 4.2 - Create a System to Identify and Recruit Disconnected Youth

The purpose of this project is to establish an outreach process to those residents age 16 to 24 who are neither in school nor employed, in an effort to provide mentorship, career or educational direction, and potentially to connect them to GRCC programming. This effort would be done in conjunction with community partners and other educational resources.

CAP 4.3 – Increase K-12 Connections to Early College and Dual Enrollment Options

The purpose of this project is to build connections to increase early college and dual enrollment options. In addition, the goal would include building stronger relationships and engagement with K-12 partners to increase student readiness and build connections with area 9th/10th graders to introduce them to the college experience and expectations.

Indicators of Success: How will we know we are making progress on the Community Impact goal?

- Wage data by program (one year out, five years out)
- Job placement rates (gainful employment) (one year out, five years out)
- Number of students employed in area related to program
- Number, characteristics and quality of partnerships with area employers

Strategic Goal #5: Infrastructure and Sustainability

The College effectively plans for and uses our resources to preserve and enhance the institution.

CAP 5.1 Improve Campus Safety and Security

The purpose of this project is to improve the overall physical and IT security of our campus for staff, students, and the community. Goals include: 1) researching best practices for training and awareness regarding these issues; 2) investigating and evaluating gaps in current security processes; 3) determining solutions to gaps; and 4) implementing solutions.

CAP 5.2 Investigate the Sustainability of the Current Campus Enterprise System (Peoplesoft)

The purpose of this project is to investigate the long-term sustainability of the current enterprise system, Peoplesoft. The goals of this project are to embark on a campus-wide effort to: 1) document the current state of the system including strengths and weaknesses; 2) benchmark other enterprise options currently available; 3) establish a funding model for future expenditures; and 4) establish a comprehensive implementation plan.

CAP 5.3 Implement a Campus-Wide Sustainability Effort

The purpose of this project is to create awareness of current sustainable practices to increase participation and expand opportunities to create a culture valuing and practicing environmental sustainability college-wide. Specific goals include: 1) identifying and cataloging current and past sustainability practices; 2) completing status review of current and past practices; 3) benchmarking our practices against other institutions; and 4) developing a plan, based on the research, for work that can be undertaken.

Indicators of Success: How will we know we are making progress on the Infrastructure and Sustainability goal?

- PACE survey results index for Quality of Worklife
- Measures of environmental sustainability (TBD)