

# Grayson College 2020 Strategic Plan

The Grayson College Strategic Plan has been developed, refined, and implemented through a collaborative process, which began during the Spring 2013 semester. During the fall of 2013, a strategic planning retreat was held where 75 faculty and staff participated in a three-day dialogue about the desired future of the College. In spring 2014, each strategic planning committee provided the Executive Cabinet with recommendations for initiatives to consider funding during the 2014-15 budget cycle. In spring 2015, the college deepened the commitment to using the plan to inform the budget by providing the Board of Trustees a report on the progress made in the strategic plan, along with a proposed roadmap for moving forward. This occurred during a retreat with the Board on February 9, 2015 with a second retreat on March 3, 2015.

In between these retreats, staff incorporated feedback received during the first retreat and further developed the strategic plan based upon dialogue at the Achieving the Dream (AtD) annual meeting.<sup>1</sup> It is suggested the college have one overarching goal (**1500** completers by 2020) Completers include degrees, certificates, core complete, and marketable skills awards. The logic is that everything we do as a college should work toward this end. The ATD Core Team with input from faculty and staff have defined a completer as “one who finishes all of the requirements towards a credential.” It is important to note that Grayson has completers from Adult Basic Education and the Center for Workplace Learning and Continuing Education. With these change, we are proposing a new way to think of our plan as follows:

|   |                   |                |                          |
|---|-------------------|----------------|--------------------------|
| <b>INCREASE COMPLETERS BY 50%, FROM 1000 TO 1500 BY 2020.</b> |                   |                | Overall Goal:            |
| <b>ACCESS</b>   | <b>ENGAGEMENT</b> | <b>SUCCESS</b> | Planning Goals:          |
| <b>EXCELLENCE<sup>2</sup></b>                                 |                   |                | Foundational Requirement |

<sup>1</sup> Notably, AtD Core Team members, division chairs (academic) and the workforce dean attended the AtD meeting in Baltimore Feb. 17-21, 2015.

<sup>2</sup> During the 2/9/15 retreat, the Board expressed a desire to maintain the goal of Excellence as a foundational measure.

*\*All targets will need to be updated from 2016 targets to 2020 targets.*

(\*NOTE: Widespread discussion should probably occur on campus prior to wholesale change; however, EC has already blessed it as a viable move)  
PRIORITIES AS IDENTIFIED BY STAFF

## GRAYSON COLLEGE 2015-16 PRIORITIES CURRENTLY IDENTIFIED

We are in a world where we must balance student access and success if we are to fulfill our mission to provide viable pathways for students to a life and career that is transformative, build our community, and inspire excellence. All elements of the strategic plan are important; however, the college can make choices about where to put more energy or our first effort. Each decision should be driven by data or information we know about our college, and should be informed by where we think we might have the greatest impact. It is not that a given element is “more” important, rather that it is thought that the tactic employed in a given area is needed prior to the successful execution of another area of the plan (or the same area of the plan for that matter).

The priorities outlined here represent our professional judgment as to what would be the first logical step in moving forward to accomplish our goal of XXXX completers by 2020. The College recommends a focus on the following items within the strategic plan over the course of the next year:

### **Course Completion:**

With AtD data suggesting this is an area where Grayson College lags peer AtD colleges<sup>3</sup>, the College is recommending a deeper focus on ways to accomplish successful course completion with a grade of A, B, or C (without lowering collegiate standards). A good deal of work has gone into course completion this year; including:

- Two day Data Summit with faculty looking at course completion in their disciplines.
- Every academic department has identified a strategy to improve course completion in a high impact course in their area.
- The AtD Core Team has piloted an attendance and grade report project whereby faculty report those data elements at 3, 9, and 16 weeks. Appropriate analysis are being developed, and interventions have been piloted with a good deal of learning occurring already.

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<sup>3</sup> An AtD measure of students in a starting cohort who complete all courses with an A, B, or C within a three year period. (GC 9%; Peers 18%)

- Exploration of the Drop Rate Improvement Program (DRIP) at Odessa College, which looks at an alternative means to improve course success.

In the upcoming year,

- Support and monitor the effectiveness of departmental improvement plans for course completion.
- Attendance and Grades Reporting: Much more needs to be done in this regard if this is to become an effective early alert system, including: integration with technology systems (CANVAS & CAMS), and the development of sound strategies for intervention.
- Implement alternative means to improve course success, like Odessa College's DRIP.
- Data summit to analyze the effectiveness of strategies implemented.
- Implement departmental dashboards for tracking progress towards course completion goals.

### **Pathways**

When we look at the data on time to degree (4+ years) and hours (92 hours) to degree, we see a need to be clearer about our pathways. There are multiple things that can be done to affect a student's degree completion, the most basic of which is to provide clear communication of the expectations and to provide regular "check-ups" to determine their progress (or lack thereof). Currently, these are goals that are held by our team; however, we have much work to do since this year we have changed our core curriculum, revised all of our degrees to all being no more than 60 hours (with a few exceptions), and need to realign our transfer pathways with Universities.

A good deal of work has gone into pathway development this year; including:

- All degrees have been reduced to 60 hours (with a few exceptions).
- Transitioned to nine (9) academic associate degrees down from dozens). We will now award one of the nine degrees (e.g. students will get an AA in Liberal Arts, not an AA in History, or AA in Sociology).
- Each department has identified how each of the pathways will impact students upon transfer at various destination universities.
- Student services department continues to automatically award associate degrees and certificates (a manual process currently)
- complete a policy review and recommend changes

In the upcoming year,

- Tighten the pathways so that students have clearly delineated pathways presented to them at entry to GC.
- Build a year-long class schedule for 2015-16.
- Push the Grayson Pathways, or Meta-Majors as a way for students to conceptualize program completion.
- Program new ERP to automatically award associate degrees and certificates to students who have earned more than 60 hours (and

- completed appropriate courses) [via ERP process]
- Program the new ERP to enroll students in courses in 'lock-step,' so that they do not get off their pathway (whether registering online or in-person).
  - Generate interventions that will facilitate students who are off course to get back on-course in their Grayson Pathway.
  - Data summit to analyze the effectiveness of strategies implemented.
  - Update and streamline college catalog
  - Develop schedules for FT, PT, and Evening students ensuring a clear pathway to degrees
  - Scale up learning frameworks to embed key outcomes across the curriculum

### **Deepen Commitment to Student Success Through Communication**

A good deal of work has gone into pathway development this year; including:

- Started "Breakfast with President"
- Continued Communications Council
- Revision of Strategic Planning Processes
- Revision of Executive Cabinet meetings
- Transitioned the College Effectiveness Council to become the college Success Council and implemented a new AtD Core Team to lead the student success agenda at Grayson. Addition of College Success Council

In the upcoming year,

- Utilize a common language for change management, such as *Four Disciplines of Execution* by Steven Covey.
- Leadership development for division chairs and deans
- Continue Breakfast with President
- Continue Communications Council
- Use social media for internal and external marketing.
- Use YouTube as a means to communicate commitment.
- Have regular presentations by the "unusual suspects" at the Board, in conferences, and in our attempts to earn external recognition.

### **Online Program Expansion**

We have invested in technology that will make us more able to be successful with online students. Additionally, this is likely a source of students that are seeking their education elsewhere since many of our online courses are full.

In the upcoming year,

- Inventory programs offered 100% online.
- Research best practices for developing online programs.

- Identify student support services necessary for online programs and roadmap how and when these services will be available to online students.
- Develop a mechanism to track students who are 100% online students.
- Identify and roadmap programs to be delivered 100% online.
- Develop pathways for online programs for greater student success.

#### OTHER PRIORITIES TO CONSIDER

##### **Early College High School.**

Grayson College is deeply involved in a transition of Tioga ISD to an ECHS for career tech programs. Even though this is not listed as a priority above, this is a commitment we have made and need to follow through on.

##### **Master Plan.**

Grayson College is in need of an updated College Master Plan. The cost is estimated at \$40,000-\$50,000.

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## **ACCESS**

Be a best in class institution for student access in credit, non-credit, and online instruction. Close the gaps in these areas, ensuring participation of students representing the diversity of our community.

### **A1. Increase Enrollment**

*By 2016, have a 20% increase in enrollment overall, ensuring representation of the diversity of our community.*

**(and)**

### **A2. Increase Online Enrollment**

*By 2016, have a 30% increase in online enrollment, ensuring representation of the diversity of our community.*

**(and)**

### **A3. Increase Non-Credit Enrollment**

*By 2016, have an increase in non-credit enrollment by 20%, ensuring representation of the diversity of our community.*

2014-15

- **Finalize branding initiative across all materials.**
- **Finalize the website redesign (mobile ready).**
- **Initiate Enterprise Resource Planning (ERP) conversion (CAMS-Three Rivers); updated technology that is mobile-ready.**
- **Initiate the purchase of a new Learning Management System (LMS), known as CANVAS; updated technology that is mobile-ready.**
- **Expand offerings in the Center for Workplace Learning (skills for small business)**
- **Develop an Early College High School model with at least one area school.**

2015-16

- *Implement an Early College High School model with at least one area high school.*
- *Implement a primarily 4-day class schedule.*
- *Develop pathways for students (Meta Majors)*
- *Go-live with ERP (CAMS – Three Rivers), Feb. 2016*
- *Expand CWL offerings (more customized training, grants, and offerings).*

- *Expand online degree options (develop courses, market, and evaluate effectiveness).*
- *Expand base of faculty who teach online, using quality metrics for courses.*
- *Expand online-support options available for students.*

2016-20

- *Track Successes of above strategies and make recommendations for next steps.*

**RELATIONSHIP TO GOAL OF INCREASING GRADUATES BY 2020:**

*In order to have a volume of graduates that exceeds the current 1,048, we must enroll more students as one portion of this strategy. If we have the same success rates (%s) that we currently have, we will need to enroll proportionally more students. Given that the number of high school graduates in our area is decreasing, and the unemployment rates for Texoma are near the 4% mark, it is unlikely that we will find a pool of students large enough to make up the difference through enrollment growth. To the extent that we are able to positively affect the success rates (%s) of our students who become completers, we will need fewer additional enrolled students. Nevertheless, we will need at least the same number of students as are currently enrolled or more if we are to accomplish our goal.*

**SUCCESS**

Be a best in class institution for student success, especially in the areas of course completion (including developmental courses), fall-to-fall retention, transfer, and graduation. Close the gaps in these areas, ensuring the performance of students representing the diversity of our community.

**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%)*

2014-15

- **Pilot an attendance and grade reporting system for the college.**
- **Host an Achieving the Dream Data Summit focused on course completion in all courses at the departmental level, resulting in departmental plans for improvement.**

- *Developmental Math and reading/writing faculty continued to track developmental enrollment/completion.*

2015-16

- Develop integrated early alerts based upon attendance and grade reporting from the new Learning Management System (CANVAS) into the new ERP (CAMS), so that it is a seamless process.
- Trigger actions by appropriate offices when students are lagging in performance.
- *Departmental actions based upon localized recommendations on how to improve course completion (i.e. math may look at whether participation in a lab for a number of hours per week leads to greater success)*
- *Deploy a systematic professional development plan for those involved with courses with high drop rates, modeled after Odessa College's Drop Rate Improvement Plan (DRIP).*
- *Explore the "aid as a paycheck" approach to awarding loans (and other aid as appropriate).*
- *Explore "big data" analytics as a tool for helping students succeed (in courses, degrees, etc...*

2016-20

- Implement a 'big data' approach to helping students through early alerts. Products like *Civitas Learning* use big data analytics to help students succeed.
- Track Successes of above strategies and make recommendations for next steps.

## **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%)*

2014-15

- Communicate with all currently enrolled students multiple times in the currently enrolled term so as to help them enroll in the subsequent term.
- Assign faculty advisors to all students to include the creation of a robust faculty advising program



2015-16

- Further develop the faculty advisor model after implementing the new ERP (CAMS) and developing and training on the Grayson Pathways.

2016-20

- Track Successes of above strategies and make recommendations for next steps.

**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.*

**(and)**

**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)*

2014-15

- **Award associate degrees to students who have earned more than 60 hours (and completed appropriate courses) without making the student "apply" for graduation [manual process]**
- **Build a year-long class schedule for 2015-16.**
- **Develop an Early College High School model with at least one area school.**

2015-16

- *Implement an Early College High School model with at least one*

area high school.

- *Develop 15 hours as the expected full-time enrollment for marketing purposes (not for financial aid or SAP)*
- *Push the Grayson Pathways, or Meta-Majors as a way for students to conceptualize program completion; paired with a year-long class schedule so they can see where they are going.*
- *Program new ERP to automatically award associate degrees and certificates to students who have earned more than 60 hours (and completed appropriate courses) [via ERP process]*
- *Program the new ERP to enroll students in courses in 'lock-step,' so that they do not get off their pathway.*
- *Generate interventions that will facilitate students who are off course to get back on-course in their Grayson Pathway.*

2016-20

- *Track Successes of above strategies and make recommendations for next steps.*

#### **B5. Increase student transfer success**

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

2014-15

- ***Revise all existing transfer agreements with Universities.***

2015-16

- *Ensure the Grayson Pathways, or Meta-Majors, are clearly articulated to each University.*
- *Program the new ERP to enroll students in courses in 'lock-step,' so that they do not get off their pathway.*

2016-20

- *Track Successes of above strategies and make recommendations for next steps.*

#### **RELATIONSHIP TO GOAL OF INCREASING GRADUATES BY 2020:**

*In order to have a volume of graduates that exceeds the current 1,048, having a greater proportion of our students who are successful is key. Many measures within this goal may be considered leading indicators of whether we will accomplish the larger goal of more students. So, a focus on course completion, semester to semester retention, progress towards 15/30/45 hours should help the college to increase the overall number of*

*graduates. Within this goal is a target to increase the number of degrees/certificates, and ultimately transfer. These are obviously lag measures. Overall, more success with the students we have is going to be the most likely source of movement to an increase in the number of graduates.*

## **ENGAGEMENT**

Be a best in class College for student and community engagement.

### **C1. Increase student engagement**

*By 2016, have improve all CCSSE measured benchmarks to be at least to the 50th benchmark, with those over the 50th benchmark increasing by at least 2%.*

2014-15

- **CCSSE Scores increased substantially in various areas.**
- **Provide professional development for faculty/staff geared toward student engagement (primarily activities of Director for Teaching and Learning); including: Learning Day (2 x per year), ad hoc meetings with faculty in their classroom, and structured presentations on specialized topics.**
- **Engage in a campus-wide reading activity (Bridges out of Poverty) to develop a deep commitment to engaging students.**
- **Include students in Learning-Day activities as a part of a panel exchange on how Grayson impacts student lives.**

2015-16

- *Administer CCSSE/SENSE survey in spring 2016 to determine where Grayson College stands.*
- *Continue to provide professional development for faculty/staff geared toward student engagement (primarily activities of Director for Teaching and Learning); including consideration of revision to policy on when evaluations occur (annually or every three years)*
- *Engage in a campus-wide reading activity on a new book chosen by members of the campus community. The goal is to develop a deep commitment to engaging students.*
- *Continue to include students in Learning-Day activities as a part of a panel exchange on how Grayson impacts student lives.*
- *Deploy a systematic professional development plan for those*

*involved with courses with high drop rates, modeled after Odessa College's Drop Rate Improvement Plan (DRIP).*

2016-20

- Track Successes of above strategies and make recommendations for next steps.

## **C2. Engage in Service Learning within our community**

2014-15

- **Student groups will engage in service learning activities and will report their involvement to the Director of Student Activities.**
- **Develop a repository of service learning opportunities, and train faculty on how to effectively infuse service learning into their classroom experience (Director of Teaching and Learning)**
- **Initiate Rotaract Club for Grayson College students.**

2015-16

- *Student groups will engage in service learning activities and will report their involvement to the Director of Student Activities.*
- *Expand repository of service learning opportunities and training on service learning (Director of Teaching and Learning)*
- *Involve at least 50 students in a Rotaract Club for Grayson College.*

2016-20

- Track Successes of above strategies and make recommendations for next steps.

## **C3. Increase business and industry partnerships**

2014-15

- **Reinvigorate the Center for Workplace Learning, adding focus on skills employers need while building balance into the operations for a sustainable future.**
- **Engage in a study of the pipeline for Advanced Manufacturing and Healthcare from the ISD to the company floor. (EDC's, ISD's, and GC)**
- **Build the Texoma Craft Beverage Alliance as a component of the Viticulture and Enology Program.**

2015-16

- *Deliver more value to the community from the Center for Workplace Learning.*
- *Build a bigger pipeline for the areas coming from the pipeline study (Advanced Manufacturing and Healthcare); includes: expanding the Industry Intern (I2) program, doing more with non-credit healthcare training and building stackable credentials, and exploring the concept of a technical high school center at Grayson College.*
- *Getting Texoma Ready for Growth and change by facilitating conversations about potential training needs that will require partners for advanced offerings (such as aviation and healthcare/BSN).*
- *Nurture the Texoma Craft Beverage Alliance as a component of the Viticulture and Enology Program.*

2016-20

- *Track Successes of above strategies and make recommendations for next steps.*

**RELATIONSHIP TO GOAL OF INCREASING GRADUATES BY 2020:**

*Engagement is a key pre-requisite to the improvement of any of the measures in access and success. Without effective engagement with our students, it is difficult to fathom great leaps in students who complete courses, semesters, or degrees with a high success rate. Service learning is a tactic to accomplish this outcome, and is a foundational component to many of the new requirements of the Texas core curriculum (which includes, teamwork, civic responsibility, social responsibility, and communication among the outcomes we are to affect in students). Additionally, we must effectively engage our business community to ensure that the things we are teaching are in line with the needs of our area. A strength of Grayson College is our connection with our community, and the continued success of our college and our students depends upon this vital linkage.*