

# STUDENT SUCCESS FRAMEWORK:

LEVERAGING DATA, EXPERTISE, AND  
CARE TO IMPACT STUDENTS'  
EXPERIENCES

THIS PROJECT WAS CARRIED OUT UNDER  
THE DIRECTION OF:

Stephanie Krah, PhD ([skrah@ccc.edu](mailto:skrah@ccc.edu))

Vice Chancellor, Office of Student Experience

Presented by:

- Immanuel Greene, ([igreene2@ccc.edu](mailto:igreene2@ccc.edu))  
Project Manager, Holistic Student Success
- Megan G. Bernard, PhD, ([mbernard4@ccc.edu](mailto:mbernard4@ccc.edu))  
Executive Director, Academic and Student  
Success
- Toby Bengelsdorf, ([tbengelsdorf@ccc.edu](mailto:tbengelsdorf@ccc.edu))  
Project Manager, Student Success Technology
- Declan McDonnell, ([dmcdonnell2@ccc.edu](mailto:dmcdonnell2@ccc.edu))  
District Director of Strategic Analytics



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## TOPICS FOR TODAY

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Office of Student Experience priorities related to enhancing the use of data at CCC

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The challenges that we are working to address on the path to enhanced data use

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Our approaches to overcoming those challenges

OUR GOAL:  
CREATING A CULTURE THAT EMPOWERS THE FULL CCC COMMUNITY  
BY  
APPLYING PEOPLE-CENTERED DATA TO GUIDE OPERATIONS

**Our Motivations for Enhancing Data Fluency & Application at City Colleges of Chicago**

- Support students' successes by making our data actionable
- Accurately catalogue the work that is being done already to support students
- Assess the impact of current efforts so we can focus institutional resources on expanding the most helpful programs
- Identify the data different departments can access regularly to understand students' needs and goals, and insure that it is consistently available
- Transform data inferences into operations that consistently support our students
- Consider equity, restorative justice, and impact for all stakeholders in any of the changes made and practices adopted

## OUR CHALLENGE:

NAVIGATE OUR COLLEGE STRUCTURES, OPERATIONS, AND POLITICS TO ENCOURAGE DATA GATHERING & APPLICATION

COMPLEMENT THE CURRENT WORK STREAMS ONGOING AT COLLEGES WITHOUT OVERBURDENING TEAMS

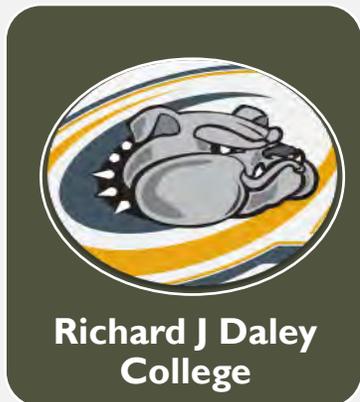
**What are some reactions you have gotten to efforts to using data in new ways at your institution?**

**What are some roadblocks around data usage that have caused you to “walk on eggshells” at your institution?**

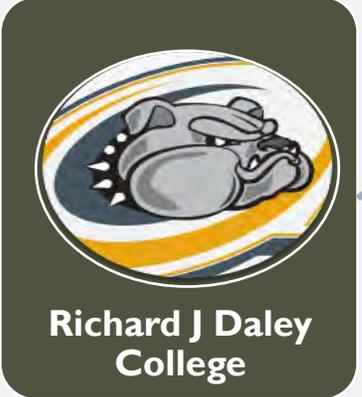
# OUR CHALLENGE: NAVIGATING CCC STRUCTURE, OPERATIONS, & POLITICS



- Seven institutions, independently accredited, with their own leadership teams, but within a network with a single District Office
- Individual Strategic, Equity, and Strategic Enrollment plans
- Colleges located in different areas of Chicago, focused on certain programs and "areas of excellence," organized to serve distinct populations of students
- Enrolled students can take courses at any college in the network, but workstreams around data are often siloed
- One large shared data system that connects all the colleges and allows for analysis of historical trends
- Personnel gaps and leadership transitions at colleges impact implementation

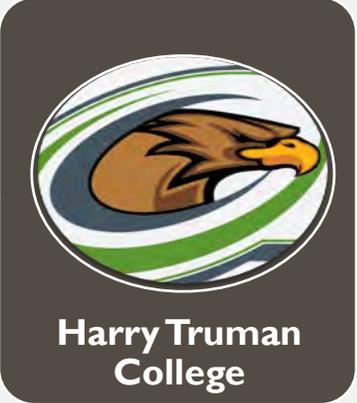


**OUR CHALLENGE:**  
COMPLEMENT THE CURRENT WORK STREAMS ONGOING AT COLLEGES



**District Relationships with College Teams**

- Inconsistent DO involvement in college operations can confound work and undermine everyone's effectiveness
- Siloed work at DO and colleges can lead to power hoarding, duplicated efforts
- Most DO teams are disconnected from students' experiences
- District requests are not consistently connected to college priorities and work



**OUR CHALLENGE:**  
COMPLEMENT COLLEGES' CURRENT WORK STREAMS

**Current State of Retention Efforts**

There are multiple novel and continuing efforts to improve retention and the experience of students at CCC.

Colleges have defined priorities and plans, while District roles in initiatives and operations aren't always clear.

College teams and offices across the district use varying forms of data and information to monitor student success and instances for intervention

Individuals, teams, offices, colleges and district exert considerable efforts to enhance student experiences, increase learning, and improve outcomes.

**Obstacles to Planned State**

Efforts can often be duplicated and only reach the students who are most engaged with the college, widening a disparity between majority and target populations

Efforts to foster student success at the two levels are often not measured and not aligned or consistent with each other or with strategic plans.

Data fluency ranges between staff and more fluent staff spend time training coworkers.

Skill levels, access, and interpretations of data creates multiple workstreams that may not necessarily be addressing institutional goals.

There is little awareness of others' efforts between and within both District and colleges.

**Planned State of Retention Efforts**

There is college-wide awareness of the differentiated efforts aimed at supporting and retaining their target populations

District facilitates and supports operations for colleges defined priorities while aligning and measuring retention efforts

There is unified understanding of which student data is relevant at different points during the term and how we can understand students needs

Efforts to foster student success are more collaborative, more consistent, and more aligned across all levels.

EXPLORING THIS ROADBLOCK

**COLLEGE TEAMS AND OFFICES ACROSS THE DISTRICT USE VARYING FORMS OF DATA AND INFORMATION TO MONITOR STUDENT SUCCESS AND INSTANCES FOR INTERVENTION**

**Increasing Data usage and literacy**

- Staff have access to a lot of data and can create lists and data visuals for themselves
- Data strategists at CCC wanted opportunities to make this data more accessible and understandable
- This process was framed as a continuous improvement model
- They partnered with department leads to make the inferences drawn into actionable steps.
- Linked back to people and school structure

**Example**

- What does it mean when retention drops 2%? How many students is that?
- How many students are actually trying to serve?



**Usage of Data at the School Level**

- Offices discussing distributing data and hosting meetings to encourage data usage.
- Offices of Decision Support extremely helpful for drawing inferences and accessing data for everyday work.
- As staff increased usage and began drawing inferences, there was a noticeable inconsistency with this usage and college/office priorities.
- Staff compared their data to other offices based solely on numbers

**Usage of Data at the District Level**

- Decision Support attending campus meetings to help with data literacy/fluency
- Decision Support staff are aware of institutional efforts, but not as connected to college-specific efforts.
- Data requests come frequently and haphazardly.
- Colleges are sensitive to how their outcomes look compared to other college's.

# Steps of implementing the Student Success Framework

1



Began by working with Student Services to try to understand the work that is being done and the people who are carrying it out.

Studied our colleges' goals and KPIs to understand institutional motivations.

2



Made time in our meetings to understand our staffs' passion and interests for supporting students, and the data that they use that they wish was more accessible.

3



Opened dialogue on campus, kept shared running agendas, and set norms that acknowledged each person's individual expertise.

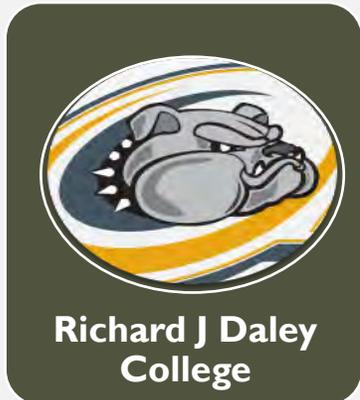
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Catalogued the ways that we can use data to address the students' needs throughout the term while also addressing goals and KPIs.

Grounded in Restorative Justice & Racial Equity Impact Assessments

# RESTORATIVE JUSTICE



- ### District Relationships with College Teams
- Acknowledging the harm that is done between District and schools by asking about experiences
  - Understanding who and what work is affected by top-down sweeping changes
  - Co-creating plans to mitigate the risk of changes to staff and students
  - Understanding what needs to be done to make sure staff are cared for with changes



# Steps of implementing the Student Success Framework

1



Began by working with college leadership in Student Services to try to understand the work that is being done and the people who are carrying it out.

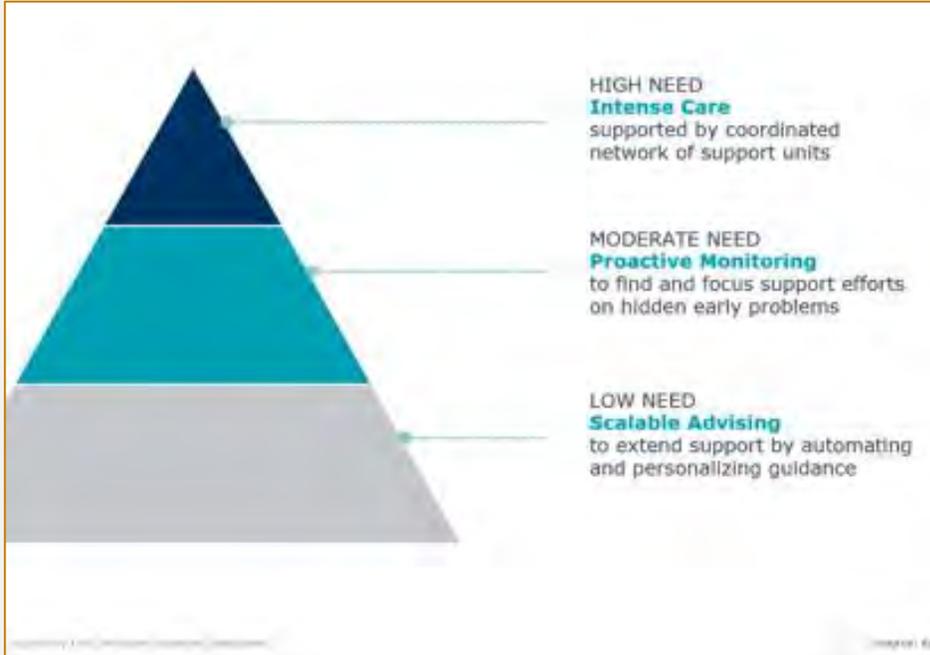
Successful retention strategies and interventions		Information about student, current needs and obstacles	Information about resources to address needs	Intervention and Strategy Plans to Address Needs	Assessment Plans (Measuring Effectiveness of Interventions)
Peer Mentorship	Any given student population		Peer Mentorship	Peer Mentorship	
Wellness Center Class Visits		Part-Time Students needing connection to on-campus resource	Wellness Center Class Visits	Wellness Center Class Visits	
Tutoring Referrals for students with D/F		Adult Learners needing flexible hours	Midterm Support Workshops	Midterm Support Workshops	
Midterm Support Workshops		Student of Color affinity groups	Online Tutoring	Online Tutoring	
Encouraging Midterm Messages		Financial Aid incentives end Week 8	Encouraging Midterm Messages	Encouraging Midterm Messages	
Online Tutoring		Reported Drop in morale at midterms	Wellness Center Class Visits		

## MOCHA

- ▶ **MANAGER** | Assigns responsibility and holds owner accountable. Makes suggestions, asks hard questions, reviews progress, serves as a resource, and intervenes if the work is off-track.
- ▶ **OWNER** | Has overall responsibility for the success or failure of the project. Ensures that all the work gets done (directly or with helpers) and that others are involved appropriately. There should only be one owner.
- ▶ **CONSULTED** | Should be asked for input or needs to be bought in to the project.
- ▶ **HELPER** | Assists with or does some of the work.
- ▶ **APPROVER** | Signs off on decisions before they're final. May be the manager, though might also be the executive director, external partner, or board chair.

Grounded in Restorative Justice & Racial Equity Impact Assessments

# POPULATION HEALTH MANAGEMENT PERSPECTIVE



**Population Health Management lies in the understanding that the demand for care is outpacing the supply of care providers.**

Providers segment out their populations into chunks where they all receive access to the same care, and individually receive targeted and proactive care to help them engage more with their resources.

## How should we decide levels of care for students

- What student needs are a priority to address? Are there any student groups with whom you feel you should engage regularly?
- What is your capacity to support high-needs students 1x/ 2wks
- What is your capacity to monitor and proactively engage students with moderate need?
- What regular channels do you have that can be improved to support independence?

- This is meant to create instances where people can be agents of their own journey
- Students with high risk of not being retained are managed with unified records and case systems (Navigate, Brightspace, etc)
- Students with medium risk of not being retained are supported by preventative methods, and predictive analytics
- Students with a low risk of not being retained are supported with portals and e-access to resources.

# Steps of implementing the Student Success Framework



2

Studied our colleges' goals and KPIs to understand institutional motivations. And made time in our meetings to understand our staffs' passion and interests for supporting students, and the data that they use that they wish was more accessible.



## Find alignment between offices

- Share Academic factors that we monitor
- Share resources and efforts
- Prevent duplicative efforts
- Sustain relationships



## Build slowly for sustainable, authentic collaboration

- Overcoming mistrust
- Centering practitioners' insights
- Cross-walking initiatives with college priorities, showcase alignment



## Warm and Demanding

- Hold High Standards while being a human
- Creating time for staff to thought partner, debate and reflect.

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# ACADEMIC PERFORMANCE MONITORING

Allocate resources strategically to address urgent needs for **individuals**, while searching for **systemic** patterns.

Examples:

**Systemic Need:** Identifying Low Success-Rate/High DFW Course patterns to identify and address systemic needs.

See where it rains often, and build a roof.

**Individual Need:** Progress Reports & Alerts allow faculty to communicate quickly with student services to flag and meet individual needs.

Give an umbrella to any student who needs one.



## Academic Performance Monitoring

- Progress Reports & Supportive Service Alerts
- Patterns of low success courses identified, aligned with supportive strategies
- Positive Indicators
- Clear paths for faculty engagement

# TECHNOLOGY AND SYSTEMS

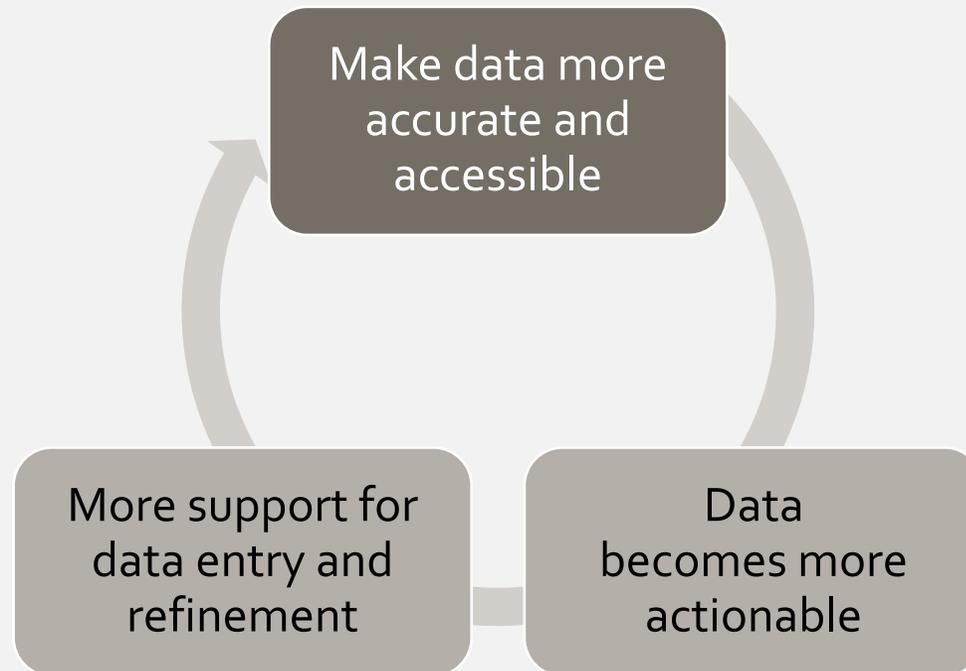
## Example:

**Data Accessibility:** Declan incorporated Navigate appointment information and OpenBook records in the Master Spreadsheet to make this data more accessible to advisors, transfer directors, and other student services professionals.

**Data Accuracy and Consistency:** Differences in appointment tracking methodology meant that some of the records presented as "appointments" were actually outreach.

They were entered this way because it was convenient, and there was no reason to change if the data was not being used by anyone else.

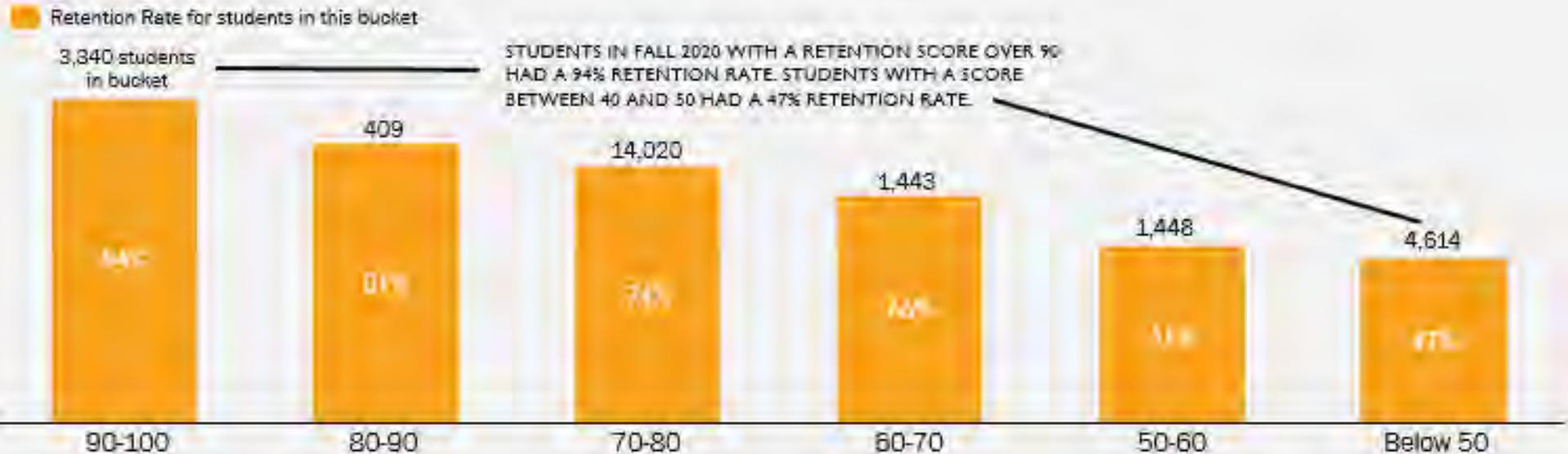
**More Support:** Providing concrete examples of how the data is being used, makes it easier to establish buy-in for changes to processes.



## Technology/Systems

- Navigate
- Brightspace
- OpenBook Master Spreadsheet

# RETENTION MODEL: SCORING STUDENTS



- Academic history (GPA, terms at CCC, transfer information like prior degree completion)
- Demographics (ethnicity, gender, age)
- Current term plans (academic plan, credits enrolled, full or part time status, date of enrollment, home college, Star status, Pell status)

# Steps of implementing the Student Success Framework



3

Opened dialogue on campus, kept shared running agendas, and set norms that acknowledged each person's individual expertise

**False Hope** → **Critical Hope**

## Creating Group Norms

- In the first meeting, create practices that will help to make the meeting space productive
- Talk about what you would like to take away from the meetings
- Create expectations about meeting preparation

## Shared and Running Agendas

- Promote transparency and keeping a record of what is discussed
- Create meeting roles to engage staff

## Optimistic Realism of Bureaucratic Barriers

- Linking vision for change to understanding of capacity and operation
- Being transparent about District process, limitations, and turn-around times
- Acknowledging systemic barriers within our offices that prevent student success

Grounded in Restorative Justice & Racial Equity Impact Assessments

# UNDOING THE HARM CAUSED BY PRIOR DISTRICT-SCHOOL RELATIONSHIP

From *Note to Educators: Hope Required when Growing Roses in Concrete* by Duncan-Andrade. Harvard Educational Review (2009)

## False Hope

### **Hokey Hope**

This type come from blind optimism that ignores the laundry list of barriers, bureaucracy, and power dynamics inside the college and district offices when trying to implement such a large-scale intervention strategy

### **Hope Deferred**

This type comes from a focus on idealistic socioeconomic changes in society such trying to meet all of someone's basic needs—before we can help students academic progress. Recognition of social and educational inequities leads to unrealistic hope for change in a distant future

## Critical Hope

### **Material Hope**

This type comes from the sense of control teams and colleges may feel when given the agency, support and coordination to circumvent institutional barriers to implementation. Frequent communication and self-empowerment are significant drivers of this work.

### **Socratic Hope**

This type comes as teachers and students examining their lives and actions within a large and inequitable system with a history poor working relationships between district the colleges. The righteous indignation or "hostility" it generates is seen as a strength to be channeled into positive action and engagement

# Steps of implementing the Student Success Framework



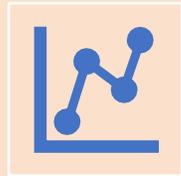
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Catalogued the ways that we can address the students' needs throughout the term while also addressing goals and KPIs



## Shared Engagement Calendars

Week-by-week descriptions of outreach and events hosted by offices  
Attempt to streamline communication



## Improvement of our Master Spreadsheet

Creating an accessible way to view important indicators  
Understanding when in the term to use the spreadsheet  
Uptake of student services  
Overlapping student indicators to be more responsive to students

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**Career and Transfer**



**Academic Plan and Academic Program**

**Advisor**

**# Career/Transfer appointments for students and completers**

**Students who can complete within 1-2 classes (6 credits)**

**Graduation Term**

**Advising**



**# of Advising appts**

**Academic Plan and Academic Program**

**Advisor Caseload**

**Credits Enrolled, Total Credits Earned, and Credits Remaining**

**Students registered for Spring Term (retained)**

**# of cases/negative alerts/flags/at-risk Students**

**Graduation Term**

**Academic Support, Instruction, Wellness, TRIO, Dev Ed**



**No tutoring appt**

**Students Enrolled in course with high D/F/W rate**

**No/Few Brightspace Participation.**

**Progress Reports/ Midterm Grades**

**# of cases/negative alerts/flags/at-risk**

**Students enrolled in Developmental English or Math courses**

**D/F at midterms**

**ADW/NSW**

**Financial Aid**



**Pell Eligibility**

**Students FA Eligible who have not met with FA**

**Students not registered, but eligible for FA**

**# of cases/negative alerts/flags/at-risk Students registered for Spring Term (retained)**

**SAP Status**

# MASTER OPENBOOK SPREADSHEET:

**MERGING AVAILABLE DATA IN NAVIGATE, OPEN BOOK, AND EVENTUALLY BRIGHTSPACE**

**Allows us to understand more overlapping student factors like:**

- Have a D/F at Midterms and No Advising Appts.
- Have a D/F at Midterms and No Tutoring Appts.
- Are at Conditional Approval and No Career/Transfer Appts.

Meeting Students Where They Are

Academic Performance Monitoring

Holistic Hospitality

No/Missed Advising appts

Students Enrolled in course with high D/F/W rate

No tutoring appt

No/Little Brightspace Participation.

Pell Eligibility

Students FA Eligible who have not met with FA

Students repeating courses

No Career/Transfer appointments for completers

Progress Reports/ Midterm Grades

# of cases/negative alerts/flags/at-risk

Intake Poll request for help

Students registered for Spring Term (retained)

# of cases/negative alerts/flags/at-risk  
Students **registered for Spring Term (retained)**

Students who can complete within 1-2 classes (6 credits)

Students enrolled in DevEd English or Math courses

D/F at midterms

Students not registered, but eligible for FA

Students enrolled in DevEd English or Math courses

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College teams and offices across the district use varying forms of data and information to monitor student success and instances for intervention

Individuals, teams, offices, colleges and district exert considerable efforts to enhance student experiences, increase learning, and improve outcomes.

**Attempt to Address Obstacles**

Increase awareness and ownership, and strategize to Decrease risk to vulnerable students

Acknowledge harm done to create new norms

Predictive analytics coupled with tools to understand their outputs

Consider campus expertise and connect strategies to resources

**Planned State of Retention Efforts**

There is college-wide awareness of the differentiated efforts aimed at supporting and retaining their target populations

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THANK YOU!