

Principles and Strategy Discussion at Queensborough Community College

January 2024

Document Overview

This document serves as a process guide for Queensborough Community College (Queensborough) centered around the Gardner Institute's Transformation Principles and informed by the sensemaking discussion with Queensborough November 29 and 30. The report reflects the emergent themes from the sensemaking process as well as suggested drivers of change. This will be used in conjunction with the strategic prioritization meeting on January 19, 2024 to craft a 5-year plan for student success efforts at QCC.

Transformation Principles

Summary

1. **Philosophy and Strategic Alignment:** Queensborough's strategic plan focuses on equitable student outcomes and eliminating race/ethnicity and gender as predictors of student success. It is clear that the sensemaking participants understand and know the strategies and how it relates to this work.
 - a. **Potential Drivers for Change:**
 - i. Build a communication plan to build on previous successes and keeps the campus community informed on the processes (steps) and outcomes (data) around the initiatives.
 - ii. Develop clear measures of success in dashboards and widely distribute them and help users understand how the data impact their student success work.
2. **Excellence in Teaching, Learning, and Student Success:** Participants indicate there has been a lot of work done in overhauling developmental education. A theme from sensemaking is that career relevance for students needs to be apparent from the day they start – whether taking developmental education courses or starting in higher-level courses due to prior learning credits. This relevance is the responsibility of everyone on campus, advisors, staff, faculty, and partners such as employers.
 - a. **Potential Drivers for Change:**
 - i. Dissemination of course outcomes with faculty, disaggregated by key student populations, including populations beyond race/ethnicity and

- gender (ability/disability, sending high school, etc).
- ii. Connecting the course outcomes with program objectives identifying courses that create roadblocks to student progression.
- iii. Involvement of student voice to discuss both areas for change as well as highlight areas of success.

3. Designing for Student Opportunity and Equitable Attainment for All: Discussions here focused on including the student, advisor, and faculty voices more in shaping this work. Communicating career relevance and the availability of emergency aid for students were also two themes that emerged.

a. Potential Drivers for Change:

- i. Document current emergency aid services and review both the communication/dissemination plan and the review plan to ensure students receive aid in a timely manner.
- ii. Build a communication plan to build on previous successes and keeps the campus community informed on the processes (steps) and outcomes (data) around the initiatives.
- iii. Develop clear measures of success in dashboards and widely distribute them and help users understand how the data impact their student success work.

4. Institutional Leadership and Knowledge Development: Institutional participants felt good about senior leadership, but had concerns around the institution's resource constraints. Engaging additional middle managers in the discussion is important. The participants discussed data literacy and helping faculty and staff understand and interpret the data is important going forward.

a. Potential Drivers for Change:

- i. Create a dissemination plan of relevant disaggregated data to faculty and staff for use in relevant student success decision making (and train on how to use).
- iii. Develop clear measures of success in dashboards and widely distribute them and help users understand how the data impact their student success work.

5. Organizational Policy: Participants felt that institutional leaders put a priority on student success and this is apparent in the strategic plan. Budget constraints from the system will present a barrier to success. Other identified opportunity areas were related to dissemination of institutional data to all staff for use in their positions, and

the articulation of a clear unifying plan for student success, particularly around relevance, engagement, and that impact on continuous enrollment.

a. Potential Drivers for Change:

- i. Review the student pathway from entry at Queensborough to transfer or career.
- ii. Identify engagement along the pathway, loss points, and faculty/staff engagement in the process.
- iii. Develop a plan to disseminate relevant disaggregated data to faculty and staff for use in relevant student success decision making – and train them to analyze and use the data.
- iv. Develop clear measures of success in dashboards and widely distribute them and help users understand how the data impact their student success work.
- v. Involve student voice to discuss both areas for change as well as highlighting areas of success.

6. Data Accountability, Data-Driven Decision-Making, and Continuous Improvement:

Queensborough has a lot of data. Disaggregating it, disseminating it, making it usable for faculty and staff, and making it available for cross-department discussions is important to scale initiatives.

a. Potential Drivers for Change:

- i. Develop a plan to disseminate relevant disaggregated data to faculty and staff for use in relevant student success decision making – and train them to analyze and use the data.
- ii. Develop clear measures of success in dashboards and widely distribute them and help users understand how the data impact their student success work.