Creating a Regional Integrated Higher Education Network

Initial Findings for the Student Experience Study

with
Joe D. May
*Chancellor*

Dave Ashworth and Cynthia St. John
*Consultants*
Email your questions at any time during the presentation.

adenning@dccccd.edu

Add “Question” in your subject line.

We will respond to questions at the end.
Learn More About the Higher Education Network

www.dcccd.edu/joemay
DCCCD’s Role In our Communities

• DCCCD assumes the fundamental responsibility in our community for the following:
  – Preparing our community to succeed;
  – Helping businesses to prosper;
  – Inspiring individuals to achieve;
  – Improving the quality of life for all.

• We refer to these four responsibilities as the DCCCD Way.
Health Care Networks

- Health Care Networks are focused on improving the overall health of the community and making sure that individuals get the care that they require.
- To make their community better, they had to change their model for serving patients.
- Patient and community success equals hospital success.
It Starts With Us

• Before we can change our community, we must first change ourselves.
• We can begin by creating a higher education network that focuses on solving the problems of individuals, employers and communities.
• By using a network approach combined with our other resources, we will create an innovation engine that will enable us to change our communities.
We Start with Student Navigation

• Have asked Dr. Mary Brumbach, Chief Strategy Officer for the District, to begin by taking a comprehensive look at student navigation.

• The goal is to get every person in Dallas County to be able to contribute to the success of our community.
The Student Experience

• We will be pulling together teams of faculty, staff, students, and community members to take an in-depth look at the student experience.

• They will be trained to observe, record, photograph, video, and document students (with their permission) as they navigate our system.

• The intent is to identify the strengths and weaknesses as students seek to hire us to solve their problems.

• Focus will be given to better understanding the student experience of those who are enrolling at multiple colleges.
THE STUDENT EXPERIENCE STUDY RESEARCHERS

**Brookhaven**

- Sharon Jackson, Faculty, Math & Science
- Mark Meyer, Dean, Nursing
- Karie Williams, Visiting Scholar, Visual Communications

**Cedar Valley**

- Cathryn Adams, Director, Financial Aid
- Monique Coumpy-Foster, Faculty Counselor
- Mike Daily, Faculty, Business
- Contessa Palmero, Research Analyst
- Diana Sukut, Coordinator, Career Services

Email questions to adenning@dccc.edu
THE STUDENT EXPERIENCE STUDY RESEARCHERS

District Office & District Service Center

- George Marquez, District Director, Talent Central
- Doris Rousey, District Director, Strategic Initiatives
- Brenda Welcome, Instructional Web
- Karalee Byrnes, Financial Aid Advisor

El Centro

- Steve DeShazo, Director, Food & Hospitality
- Jackie Porter, Faculty, STEM
- Lenora Reece, Associate Vice President, Resource Development
- Karen Stills Royster, Dean, Student Support Services

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THE STUDENT EXPERIENCE STUDY RESEARCHERS

Eastfield College

Sharon Cook, Asst. to the President, College Communications

- Preston Cooper, Website Coordinator, Information Technology

Christa Jones, Director, Workforce Education

- Yvonne Robinson, Faculty Computer Science

Mountain View College

- Lori De La Cruz, Project Coordinator, Sustainability

Farzin Farzad, Director, Instructional Support

- Marci Garrott, Director, Community Outreach

Margaret Knox, Librarian

- Robert Stallmann, Faculty STEM

LeCroy Center

Dan Luciana, Associate District Director, Educational Technology

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THE STUDENT EXPERIENCE STUDY RESEARCHERS

**North Lake College**

- Sherry Boyd, Coordinator, Humanities
- Francyenne Maynard, Dean, Student Support Services
- Tim Samuels, Director, Corporate & Community Relations
- Adrianne Settles, Coordinator, Student Life
- Stephanie Swaim, Faculty, Business

**Richland College**

- Rose Galloway, Associate Vice President, Workforce and Continuing Education
- Chaelle Norman, Faculty, LEAD
- Stephan Salle, Advisor, Honors Academy
- Latrenda Thomas, Director, Testing

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Future Considerations

Student Experience

- Accountability Metrics
- First Contact
- Budget & Finance
- Professional Development
- Student Services
- Policy
- Organizational Structures
- Talent
- Technology
- Entrepreneurialism, Risk Taking, Innovation
- Credit, Non-Credit
- Communications
- Marketing
- Student Aid

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DCCCD of the Future

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Our Consultants

David C. Ashworth, FACHE

Cynthia St. John, Ph.D.
The Student Experience Study
Initial Results
Participation

Students

• 70 students were recruited for the longitudinal Student Experience Study
• 13 students started in December 2015 by journaling their experience with DCCCD
• The remaining 57 students joined in January when researcher interviews began

Researchers

• 40 researchers selected from over 300 DCCCD employee volunteers
• Researchers represent all campuses and DCCCD central office
• Participation from administrators, faculty, and staff covering multiple functions and titles
• Student-Researcher assignments and first contact occurred in January

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Research Activity To Date

Mid January: A 2.5 hour face-to-face training session was held with all researchers

Late January: Weekly discussions between researchers and students began

Feb. & March: Weekly researcher-student discussions continued

Bi-weekly conference calls held between all researchers and Cynthia/Dave (2 groups)

Over 225 hours of direct researcher/student time, discussing the student’s experience (telephone calls, emails and meetings)

A 2-hour Face-to-Face meeting was held with all researchers to summarize and organize data and findings

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Research Activity Continues

April & May

Another 2-hour Face-to-Face with researchers was held on April 21, 2016 with a focus on solutions.

Researcher/student discussions continue until May 19, 2016 to capture end-of-semester experiences.

Interim findings reported initially to the Chancellor and his team, followed by a district-wide Webinar on May 6, 2016.

Summary of Findings to Date

DCCCD is decidedly not “broken”
• Repeated comments over the course of the study about how good and rewarding the DCCCD experience is from the student’s perspective

However
• The things that were often held out as strengths were the very things that produced opportunities for improvement (due to inconsistencies within and/or across campuses)
• “Happy when it works, frustrated or angry when it doesn’t.” A few examples:
  • Consistent and accurate guidance from knowledgeable advisors, program/degree directors, faculty, etc.
Summary of Findings to Date

However
• Communication systems that consistently deliver timely and relevant information:
  • Phone banks
  • Email blasts
  • Websites
• Empathetic, responsive, accessible faculty and staff
• Learning about programs and services that support the student before they need it:
  • Tutors
  • Financial aid and scholarships
  • Transportation

The challenge
• How to hardwire consistency by doing the right thing the right way each and every time
From the research, these stages of the student journey were identified. The final steps will serve as the foundation for solution-finding and continued innovation.
In addition to the **Process Steps**, four **Universal Intentions** were derived from interview field notes and researcher conference calls by synthesizing key data on:

- Strengths
- Opportunities for Improvement
- Student Priorities

The intentions represent what every student should experience in every encounter with every DCCCD department.

“Every, every, every”
# THE STUDENT JOURNEY

## UNIVERSAL INTENTIONS

<table>
<thead>
<tr>
<th>Blueprint For The <em>Ideal</em> Student Experience</th>
<th>Applying &amp; Admitting</th>
<th>Advising &amp; Registering</th>
<th>Educating &amp; Engaging</th>
<th>Preparing for the Future &amp; Graduating</th>
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# The Student Journey: Intention/Process Matrix

## Blueprint for the Ideal Student Experience

### Universal Intentions

- **A culture that is sensitive to the needs of each individual**
- **Awareness of, and access to, high quality yet affordable education and support services**
- **Decisions and processes that value time and energy**
- **Timely, relevant, accurate and consistent information sharing**

## Student Journey Process Steps

<table>
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| • Clear understanding of diverse student needs (by segment: Traditional, Working Adult, 1st Generation, International, etc.) | • Returning students: program changes & what credits transfer  
• Transfer students: knowledge of specific degree requirements | • Ensure a safe and tolerant environment that respects differences  
• Sensitivity to students’ external life factors (transportation, workload, etc.) | • Sensitive to needs of the local work force  
• Sensitive to ongoing educational and career pathways |
| • Market the programs/degrees available at each college  
• Streamline scholarship, grant, and other financial aid information and assistance | • Clarity regarding degree vs. certificate  
• Awareness of clear degree pathways within DCCCD and to university  
• Process awareness | • Instructor engagement -> student success  
• Student life and club engagement  
• Student exposure to career professionals  
• Resource awareness | • Clear steps to apply for graduation  
• Education pathway (next steps)  
• Career “coaching” beyond advising (connects services) |
| • Quicken the connection to a live person (phone, F2F)  
• Ensure a consistent roadmap for entry into (and exit from) DCCCD | • Additional options for registration, to eliminate long lines and wait times  
• Clear pathways from curriculum to careers | • Increased consistency in processes, resources, and learning experience from college to college  
• Convenient access to tutoring, mentoring and academic support | • Communicate credential completion  
• Highlight career earning potential  
• Clear pathways for transfer and career placement |
| • Consistent search results & digital info.  
• Consistent and streamlined onboarding process across all campuses | • Advisors knowledgeable of broadly diverse student populations & programs  
• Consistency & coordination of advising (not starting over each visit) | • More information on departments, student clubs, and activities  
• Emails on college events | • Focus on transition to university and career vs. immediate degree (big picture)  
• Ease of completion/off-boarding |

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Study Intent & Impact

- It is not a data dump of findings and we say “Good luck”
- This is not a “one and done” undertaking
- What it is, is using the information…
  - To create a **simple, consistent and shared view** of the students’ journey and how each and every part of DCCCD interacts with the student as they navigate through DCCCD
  - To create a series of aspirations that express DCCCD’s intentional commitment towards understanding and continuously improving upon the student’s experience. These **intentions** impact all, not just the student
Study Intent & Impact

• To create a living document that can be continuously updated and used as a management tool for developing new programs and services; policies/procedures; make important budget and resource allocation decisions; update performance management processes and criteria; tie DCCCD’s culture, values and strategies together across the District, etc.
NEXT STEPS

• Where do we go from here?
• We’ll be asking the team of DCCCD researchers to continue working with us as we develop ways to assure that the student journey is an ideal a process as possible
We know what the student journey is with four major steps.

We also know each of these steps has to be tailored to individuals and groups of individuals…that trying for a one-size fits all approach means that no one has a good match.

We have work to do…to support those directly working with students and to provide resources and people to support our front-line staff.
THE DCCCD WAY

We are committed to

• preparing our communities to succeed
• helping businesses to prosper
• inspiring individuals to achieve
• improving the quality of life for all
NEXT STEPS

Over the next two to three months, we will be determining the best places to start that will have the most immediate and far-reaching impact on the quality of our students’ journeys.
NEXT STEPS

• Some of the work we expect to begin includes;
  • Undertaking a re-design of our information system to create a very responsive resource that will capture student information, make it accessible when and where needed, and let us help students make good decisions with consistent information.
  • Using some of the best new developments in gamification—to provide "apps" that are user friendly, graphic, and available on multiple on-line platforms.
  • Reviewing, refining, redesigning, and simplifying student, community, and employer access across our District web presences, planning for consistent avenues and information.

• It’s going to take awhile—probably at least three years--to get it right. And we know this is only part of the work to be done.