COMPLETE COLLEGE AMERICA

INTERMEDIARIES FOR SCALE INSTITUTIONAL TRANSFORMATION INITIATIVE

Overview

As one of the six intermediaries for the Bill and Melinda Gates Foundation Intermediaries for Scale Initiative (IfS), CCA will partner with 80 institutions over the next 5 years to engage in institutional transformation efforts.

Requirements

- Commitment from the President/Chancellor/Provost
- Commitment from the SHEEO (highly encouraged)
- Signed Memorandum of Understanding and Data Sharing Agreements
- Establishment of an institutional team
- Participation in the Institutional Transformation Assessment (every two years)
- Participation in a sensemaking meeting (every two years)
- Develop an action plan
- Participate in technical assistance

Major Activities

- Participate in campus preparation workshops focused on developing a common definition for student success, developing foundational understanding of the role of data in achieving student success, and comprehensive understanding of the Intermediaries for Scale project and expectations
- Sign Memorandum of Understanding and Data Sharing Agreements committing to full project participation
- Establish an institutional team to lead the project
- Administer the Institutional Transformation Assessment (ITA) to the campus community
- Conduct on campus sensemaking meeting for the campus leadership to engage in authentic conversation centered on the results of the ITA and institutional data
- Develop an action plan to identify specific technical assistance to be provided to the institution

Timeline

The timeline for the IfS Initiative is August 2022- August 2027. Six cohorts (80 institutions) will onboard to the project over the next 3 years (Fall 2022-Spring 2024). Support for the selected institutions will continue through August 2027.

Institutional Selection

CCA's selection process will focus on identifying Alliance members committed to participating in the Intermediaries for Scale (IfS) initiative. Each Alliance cohort will have between 3-6 institutions. The cohort will work both individually and collaboratively to identify strategies to advance their student success strategies in order to achieve more equitable student outcomes. Strategy selection will be informed by a combination of sources including, examination of the institution's data, results from the ITA, discussions during the campus sensemaking meeting, and incorporation of the institutions current student success projects.

Institutional Teams

The initial time commitment for the team will be greater when working to identify what support is needed for the project. Once the needed support is known, the team will work with the respective departments to ensure the staff are actively engaged and implementing the action plan. The CCA Team will work with the institutional teams to pace things to make the project manageable. The key is to have consistent sustained work happening across the campus.

- **Institution Team Leads**
  - The institutional team lead should be someone in a cabinet-level position who is able to make decisions and has authority to hold individuals accountable for the work. This has worked best when the person is a VP of Enrollment Management, VP of Academic Affairs or VP of Student Success.
  - The institutional lead is critical to the project launch, sustaining momentum, and ensuring the ITA is completed by large numbers of faculty and staff. The more people who participate in this part of the process (ITA completion) the better because this data is used as a temperature check on how the campus community feels the institution is doing and committed to student success efforts. The sensemaking meeting is centered around the ITA results and provide amazing insights because of the ITA results being cross walked with actual institutional data to identify points of synergy.

- **Institution Teams**
  - The team represents the areas that are responsible for student success. The recommendation is to include leaders from these areas- student success, student affairs, enrollment management/services (registrar, financial aid, etc.), academic advising, faculty, institutional research/effectiveness, business affairs.
  - If there is not representation from each area, there should be someone who can serve as a liaison to these groups. The role of this group is to create the action plan (by involving feedback from their areas) on the strategies and approach for engaging in institutional transformation efforts.
- **Team size**
  - An ideal team size would be 5-7 individuals. The team size can be larger to meet institutional needs but should be small enough to remain manageable.
  - The focus should be on identifying individuals who are positioned to lead the work in their respective areas and who are able to rally others around the shared vision.

Institutional Transformation Assessment (ITA)

- The **Institutional Transformation Assessment (ITA)** is a tool that was created over 3-5 years by engaging higher education organizations and experts from across the field.
- The tool examines 10 capacity building areas identified as levers for institutional transformation. (see Appendix A)
- The ITA is a tool that measures how the campus community "perceives" the institution is performing in these 10 areas to move the institution toward achieving equitable student outcomes. **This is not an evaluation tool.**
- There are 2 versions of the ITA to be administered on campus.

- The long version is 110 questions and is administered to the leadership (cabinet, AVPs, Deans). Individuals taking this version are the individuals with decision making authority related to matters impacting student success. The survey will ask detailed questions related to the 10 capacity building areas. Individuals should allocate 45- 60 minutes to complete.
- The short version is 35 questions and is for the broader campus community. Individuals should allocate 15-20 minutes to complete.
- It is beneficial to have a broad range of individuals representing every aspect of campus life complete the survey. The data collected will provide a more comprehensive perspective on campus perceptions and can be disaggregated to see if there are differences across functional areas.
- The data is analyzed by the CCA team for themes. CCA will discuss the results with the institutional lead to identify areas of focus for the **sensemaking meeting** (one-day campus visit with CCA)**.**
- The sensemaking meeting is when the campus team gathers to discuss the findings. During the meeting, there are authentic discussions about the perceptions of different groups on how the institution is supporting student success efforts. The discussion will cover (not all inclusive):
  - what factors could be generating these perceptions;
  - are the perceptions accurate;
  - how do the perceptions align with the actual data and campus efforts for student success;
  - what are the priorities to focus on to improve outcomes; and
  - next steps.

Postsecondary Data Partnership (PDP) and Data Capacity Building

- The use of data to make informed student success decisions is foundational to the success of the institutions in having transformational outcomes.
- The institutions must commit to onboarding to the PDP and participating in the capacity building activities associated with the PDP.
- The PDP is a data tool that will be used with all 250 institutions in the Gates Intermediaries for Scale project.
- In addition to implementing the PDP, the institution must commit to work on strategies for strengthening the data culture on campus.
- The cost is nominal (approx. $2500- 4000); however, funding from the project can be used to subsidize the costs.

APPENDIX A: INSTITUTIONAL TRANSFORMATION AREAS

GUIDED PATHWAYS: The institution's ability to systematically define student pathways (a student's journey through the institution, from access and enrollment to completion of their credential), help students choose a pathway, map pathways to students' end goals, keep students on a pathway, and ensure that students are learning.

ADVISING: The institution's focus on assessing and improving advising and support services by leveraging technology, creating student services that are proactive, structured, personalized, and sustained—and connect advising and planning.

DEVELOPMENTAL EDUCATION: The institution's capacity for comprehensive and integrated approaches for supporting and expediting students' progression through developmental education to gateway, college-level course success and completion.

DIGITAL LEARNING: The institution's assessment and implementation of digital technologies and content that augment instruction to promote learning personalization, engagement, feedback, and improved outcomes.

EMERGENCY AID: The institution's ability to build and sustain an emergency aid program that provides timely grants, loans, and/or basic needs to support students facing an unexpected financial crisis.

INFORMATION TECHNOLOGY: The institution's ability to provide institutional leadership, faculty, and advisors with tools and information they need to contribute to student success, support students, faculty, and staff with IT solutions, and develop and monitor meaningful student success initiatives.

INSTITUTIONAL POLICY: The institution's ability to change institutional policies, processes, and procedures to support, sustain and institutionalize efforts to improve student success and close equity gaps.

INSTITUTIONAL RESEARCH: The institution's ability to use inquiry, action research, data, and analytics to intentionally inform operational, tactical, and strategic accomplishment of its student success mission. This function—occurring both inside and outside of an institutional research office— provides timely, accurate, and actionable decision support to administrators, faculty, staff, students, and other stakeholders.

LEADERSHIP AND CULTURE: The institution's ability to develop and lead the execution of a strategic agenda focused on student success.

STRATEGIC FINANCE: The institution's ability to strategically and effectively allocate and manage resources in support of the institution's vision, mission, goals, and priority initiatives.