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STUDENT SUCCESS PLAN

Student success is the true measure of a college's success. If colleges were funded on student success measures, institutions would focus on goal completion much more than on enrollment. Administrators would scrutinize goal completion rates instead of enrollment data, and would be held accountable for improving those rates. Faculty and staff would be evaluated on their contribution toward student achievement. Marketing directors would target students likely to succeed or students who fit in specially designed retention programs; recruitment and retention would go hand in hand. New students would be carefully monitored and interventions would be designed to assist them. Each student would be viewed as an important investment.

Research on academic success and retention supports the following principles:

- The first 3-6 weeks are the most important for students. They must be started right in order to stay. A transition period is critical; first-year college success courses have a great impact on retention.
- Academic advisement needs to be valued, needs to be proactive, and needs to involve faculty.
- Good teaching is critical for student success. Faculty need to reach out to students by personally assisting those who are struggling and encouraging those who are succeeding.
- Students may be academically prepared, but they still may not know how to succeed in college. They don't know what they don't know, and they often cannot articulate their needs. Counseling is vital to student persistence.
- Interventions should be designed after studying our college's data on retention, persistence, and student goal achievement.
- Feedback to students on their progress is critical.
- In-depth orientation programs, on-campus jobs, quality services, teaching geared toward success, faculty mentors, career development programs, early-alert systems, and multiple involvement and engagement strategies are all important.
- There is no single intervention or silver bullet that will resolve all retention problems.
- Student satisfaction survey data and student focus groups can shape student success plans.

- College leaders need to study student goal achievement data. They will set the tone for student success on campus. Faculty need to be involved in creating a student success plan.
- The mission statement and college goals should reflect an emphasis on student success.
- Student success measures should include indices of subsequent student performance upon completion of programs at the college.
- Goals need to be set for retention, persistence, and student goal achievement. These can be broken down into different target groups of students. These student success goals should be integrated into departmental goals and the college's strategic plan. They should be part of program review.
- Champions of student success should be celebrated and rewarded.

Based on these underlying principles, the following goals have been developed.

STUDENT SUCCESS GOALS

- Goal 1: Create a college culture supportive of student academic success that promotes student and staff achievement.
- Goal 2: Develop outcomes measures of student success, including indices of subsequent student performance upon completion of their programs at the college.
- Goal 3: Analyze outcomes measures and implement the results in planning and program evaluation.
- Goal 4: Identify skills needed for successful completion of associate degree applicable, transfer level, and vocational courses, and selectively infuse them into the curriculum.
- Goal 5: Develop a strategy for providing basic skills instruction for all students needing these courses based on their placement tests.
- Goal 6: Increase number of degrees and certificates awarded.
- Goal 7: Increase number of transfers to four-year universities.

- Goal 8: Increase number of students seeking career development services and finding employment after goal completion.
- Goal 9: Improve preparation of high school students attending Pierce College from feeder high schools.
- Goal 10: Develop specific retention strategies that assist all students.

Based on these goals, the following interventions have been developed. Some of these activities have been fully implemented; the initiatives in italics still need to be implemented and/or funded.

Goal 1: Create a college culture supportive of student academic success that promotes student and staff achievement

Form a Student Success Committee, with representatives from all constituencies at the college, to develop and implement a Student Success Plan.

In conjunction with the Title III grant, improve student success through the development of a Student Success Website that will act as a resource of information for student success.

Present the Student Success Plan to senior staff and college-wide committees for discussion and adoption.

Promote the Nurturing College program to develop quality services and teaching for staff and faculty.

Utilize opening day event and town hall meetings to inform faculty and staff of college initiatives and goal achievement related to student success.

Refurbish lobby and improve services at information desk in administration building to welcome students, refer them to appropriate services, provide campus tours, and showcase drawings for new buildings and renovations. The message should be that Pierce College is student-oriented.

Invite students to Dean's Tea celebration each semester for those earning high grade point averages. Provide special recognition for President's Honor List.

Hold an annual social event honoring new faculty and promoting excellence in teaching.

In conjunction with the Title III grant, improve student success through a series of professional development workshops for faculty to discuss how the use of technology can be used to reinforce course content.

Develop a set of best teaching practices through Departmental Council to be incorporated into departmental goals. Use the Best Teaching Practices guide in orientation for new full-time and adjunct faculty.

Offer a leadership-training program for faculty and staff leaders.

In conjunction with the Title III grant, improve student success through development of an Active Learning Network and an Academic Pipeline. The Active Learning Network will provide various forms of online course content such as:

- *Lecture notes*
- *Study aids*
- *Message boards*
- *Interactive tutorials*
- *Online assessments*
- *Multimedia demonstrations*

The Academic Pipeline will engage students in exploring their interests, understanding the college curriculum necessary to realize their goals, and developing the skills necessary for academic and career success.

Goal 2: Develop outcomes measures of student success, including indices of subsequent student performance upon completion of their programs at the college.

Implement the assessment of student learning outcomes in at least three college disciplines.

Develop and implement strategies that will increase successful course completion, which will be included in departmental goals.

Encourage our major transfer institutions and relevant state agencies to track the performance of our students after completion of their programs at the college.

Goal 3: Analyze outcomes measures and implement the results in planning and program evaluation.

Develop a methodology to analyze the measures of student success.

Integrate the outcomes into the program planning cycle.

In conjunction with the Title III grant, track students enrolled in the teacher education, business, biotechnology, computer science, and nursing programs to determine their

course enrollment patterns. In addition, results from the ALN courses will be compiled and evaluated to determine if the ALN courses helped increase student success.

Goal 4: Identify skills needed for successful completion of associate degree applicable, transfer level, and vocational courses and “selectively infuse into the curriculum.”

Define skills and core competencies utilizing resources of the Center for Academic Success and the College Success course curriculum.

Develop and implement an information competency program that teaches library research skills and the methods to search and critically evaluate information in all formats; skills that are essential for academic and vocational success.

Goal 5: Develop a strategy for providing basic skills instruction for all students needing these courses based on their placement tests.

Form a basic skills task force to determine whether the needs of basic skills students are being met, considering their placement rates, enrollment rates, retention and persistence rates. The task force should also consider how best to organize services offered by the Center for Academic Success, the Learning Center, and other academic support labs.

Goal 6: Increase number of degrees and certificates awarded.

Send letter each semester updating students on their progress, and communicate information about completing degrees and certificates.

Expand graduation office tasks to include identifying students who are close to completion, and work with the counseling office to intervene with these students.

Establish a new associate degree for transfer students.

Goal 7: Increase number of transfers to four-year universities.

Send letter each semester updating students on their progress toward transfer, and include information about the transfer center, transfer workshops and resources.

Develop website with up-to-date transfer information, including university representatives visits, and numerous linkages to related websites for applications, deadlines, virtual tours, etc.

Develop transfer center planner and offer transfer workshops.

Develop additional transfer articulation agreements and transfer admissions agreements with four-year universities.

In conjunction with the Title III grant, generate effective relationships with faculty at feeder high schools and four-year transfer institutions.

In conjunction with the Title III grant, monitor students' rates of transfer in the teacher education, business, biotechnology, computer science, and nursing programs.

Conduct application workshops, increase publicity about the admissions deadline, and provide individual assistance on completing the admission application.

Encourage Academic Senate to reexamine policies related to credit for advanced placement classes and IGETC requirements, and consider offering a Transfer AA degree.

Goal 8: Increase number of students seeking career development services and finding employment after goal completion

Increase visibility of Job Placement Center services by regular promotional advertising campaigns of services available for both faculty and students. *In conjunction with the Title III grant, a new website is being developed for Pierce College that will put more emphasis on career development.*

Continue to expand spring and fall career fairs.

Maintain resource library on careers, including videos, cds, and print literature; provide computer access for career exploration, job club, and job search.

Promote internships and Service-learning as part of career exploration.

Create a Student Development Transcript Program to validate internships, Service-Learning volunteer experiences, and extra-curricular activities as being an integral part of the college experience.

Survey students for career/employment goals and current needs. Track students use of services and evaluate satisfaction level of services provided.

In conjunction with the Title III grant, sponsor guest speakers on campus and arrange student visits to surrounding employers.

Provide individual assessment and placement services; match students with employers.

Offer open entry/open exit services, such as testing, resume preparation, and career exploration both on line and by individual appointment.

Goal 9: Improve preparation of high school students attending Pierce College from feeder high schools

Offer outreach workshops on college information, applications, and financial aid. Continue to promote concurrent enrollment of appropriately qualified high school students.

Sponsor tours and events for high school students on our campus.

Develop strong relationships with high school college counselors *and faculty*, and continue to promote our annual high school counselor event.

Assess articulation agreement with LAUSD and include IGETC requirements.

Promote meetings between English and math high school teachers and college faculty.

In conjunction with the Title III grant, generate effective relationships with high school teachers and university faculty involved with teacher education, business, biotechnology, computer science, and nursing.

Strengthen our program with concurrently enrolled high school students by monitoring their progress, communicating with them, and offering college placement tests and college success courses in the high school setting.

Goal 10: Develop specific retention strategies that assist all students

Offer intensive college success courses for new students, which familiarizes them with the college culture, helps them set goals, develops their study skills, and promotes connections with the college. *In conjunction with the Title III grant, offer department-specific college success courses taught or assisted by department faculty.*

Provide multicultural activities for students, faculty, and staff to enhance appreciation of cultural diversity.

Expand intervention program for students on academic probation/dismissal, referring them to the Center for Academic Success.

Continue to offer matriculation program to new students: application, assessment, orientation, advisement, and follow-up services.

Provide adequate services, technologies and the least restrictive environment possible for students with disabilities.

In conjunction with the Title III grant, provide students with faculty and/or student mentors.

Develop an on-line orientation program for new students.

Encourage stronger relationships between the academic departments and the counseling departments. Begin by inviting department chairs to update the counselors on new developments in curriculum, career and transfer information.

Improve early alert system and tracking of students' progress. Encourage faculty to contact students who have poor attendance or poor performance in class.

Promote early registration through letters and ask faculty to encourage students to use their priority registration appointments. Identify non-registered continuing students and contact them about registration.

Continue to offer wide-range of student support services and improve these services through an intensive program review process.