

Student Success Plan
2012-17

Mission: Create a culture of integrated academic and support services by making informed recommendations to improve student success, including but not limited to access, persistence, and completion.

Goal 1: Enhance student preparedness to effectively utilize college resources and to succeed in foundational academic coursework.

Measurable Objective : Increase by 100% the number of first-time students who complete transfer-level math, English and reading by the end of their first year.

Strategies:

1. Evaluate and modify/enhance matriculation processes and policies specifically focusing on barriers to student success.

Measurable Output: Increase the number of students assessed in their first year from 53% (baseline 2008-09 to 100% by 2017.

Measurable Output: Increase the number of students who complete orientation in their first year from 54% (baseline Fall 2008) to 100% by 2017.

Measurable Output: Increase the number of students who complete an education plan in their first year.

2. Identify alternative diagnostics and targeted support for basic skills deficiencies for first-time and re-entry students.

Measurable Output: By the end of the 2012-13 academic year, survey programs to identify effective diagnostics used to support continuing and first-time student success in their respective programs.

Goal 2: Improve the rate at which students achieve their educational and career goals.

Measurable Objectives:

- Of those students who show an intent to complete, increase from 6% to 10% those who complete a certificate of 18 units or higher within 6 years.
- Of those students who show intent to complete, increase from 14% to 18% those who earn an AA or AS degree within 6 years.
- Of those students who show intent to complete, increase from 23% to 27% those who transfer within 6 years.
- Decrease by 20% the average number of months for students to complete a gainful employment program.

Strategies:

1. Evaluate and establish practical requisite implementations.

Measurable Output: By the end of the 2012-13 academic year, the Academic Senate will establish a protocol for implementing course requisites.

Measurable Output: Improve the success rates by 20 percentage points in courses that implement the Academic Senate Protocol.

2. Create opportunities for faculty and staff to develop and implement innovative instruction and support services to improve student success.
 - Measurable Output:* Create a forum to highlight innovative practices.
 - Measurable Output:* Increase the percentage of professional development activities with an explicit focus on innovation.
3. Identify methods to inform instruction and support services in order to improve student goal attainment and equitable student success.
 - Measurable Output:* By fall 2012, establish a dedicated learning team that identifies and recommends evidence-based best practices by reviewing research and capturing the student experience.
4. Utilize SLO assessment data to improve the learning in courses and programs.
 - Measurable Output:* 100 percent of the programs will meet the instructional Program Learning Outcomes expected level of achievement at least once.

Goal 3: Increase student educational gains in under-represented groups.

Measurable Objectives: Reduce gaps in achievement for Hispanic and African American students by 50% by 2017 in the following areas:

- full-time student status
- persistence to second term
- completion of 3 or more courses in field of study within one year
- persistence to second year
- earn 12 units and attempt transfer-level English or math within 2 years (behavioral intent to transfer)
- completion of 30 transfer units within 3 years
- completion of an AA/AS degree or certificate of achievement within 3 years

Strategies:

1. Identify behavioral characteristics of successful students.
 - Measurable Output:* By the end of the 2012-13 academic year, administer a student survey to ascertain student behavioral characteristics related to successful course/program completion.
2. Focus on evidence-based trends to inform instructional and support service recommendations to improve traditionally under-represented groups' success.
 - Measurable Output:* Student Success Committee makes yearly recommendations on ways to improve success for under-represented groups, based on internal and/or external research.
3. Identify assumptions faculty and staff have about learners and the learning process to make evidence-based recommendations for more effective teaching and support.
 - Measurable Output:* Administer a campus climate survey to gain a better understanding of the under-represented student experience.
 - Measurable Output:* Provide professional development with explicit student learning and achievement goals, especially for underrepresented groups.