

ACHIEVING THE DREAMSM

COMMUNITY

COLLEGES

COUNT

2013-2016

GOAL: INCREASE STUDENT SUCCESS



EACH PERSON ON CAMPUS INFLUENCES STUDENT SUCCESS

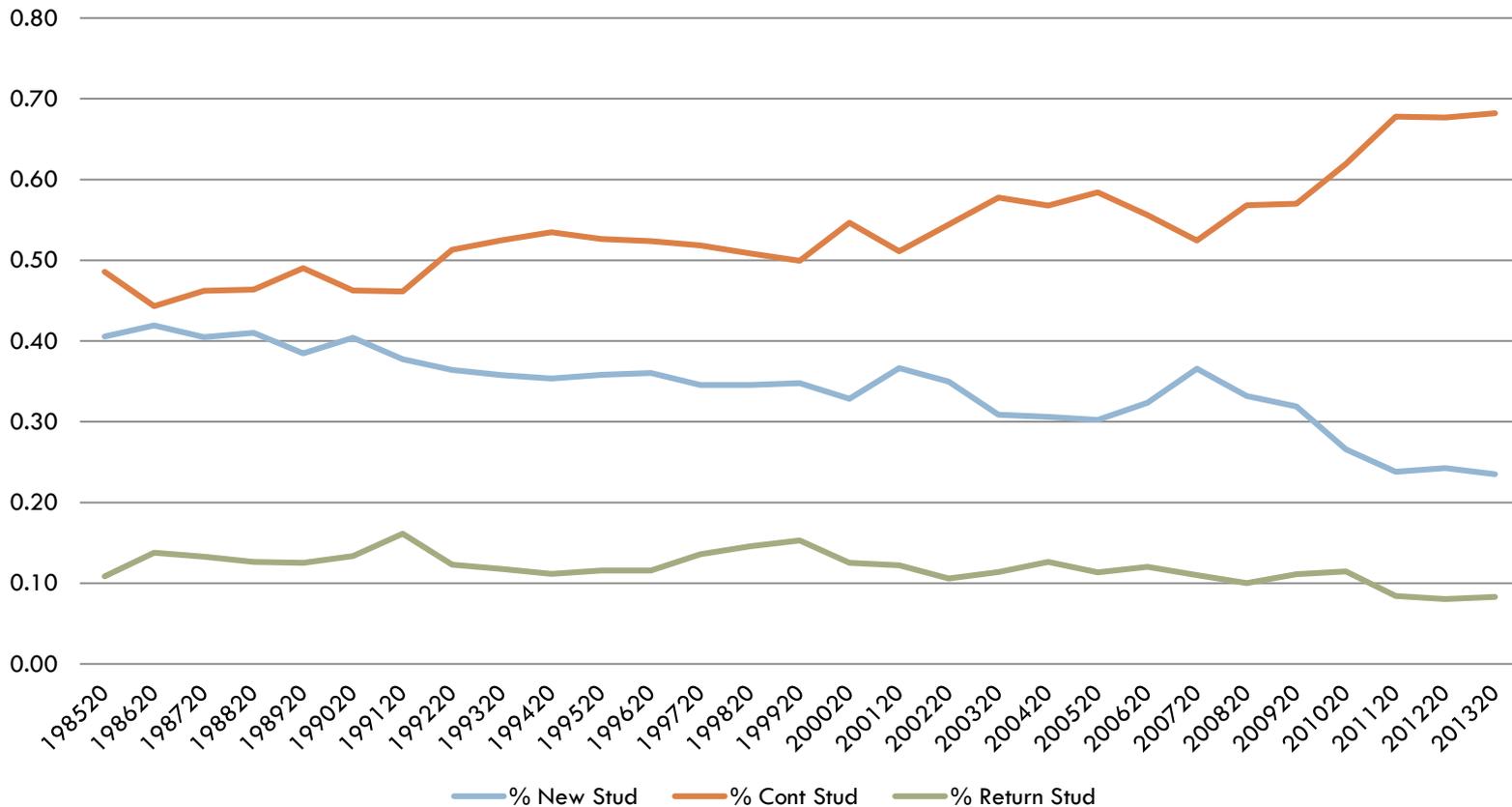
- Whether you are a formal and direct support to students, or you simply smile during a seemingly unimportant interaction, you are influencing a student's likelihood to succeed.



Organizational Sustainability

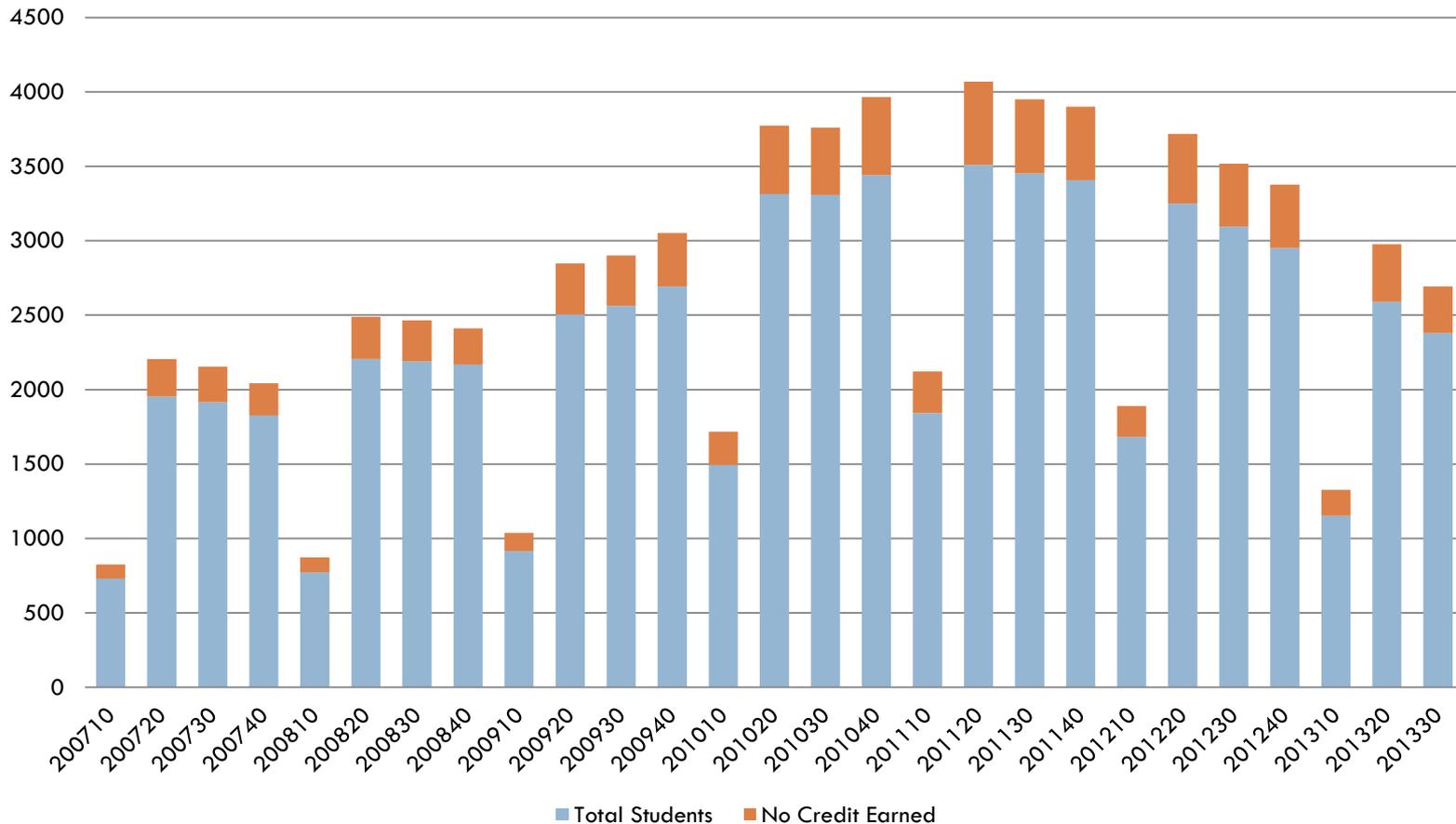
Fewer new students

Undergraduate Students Fall Term by Category



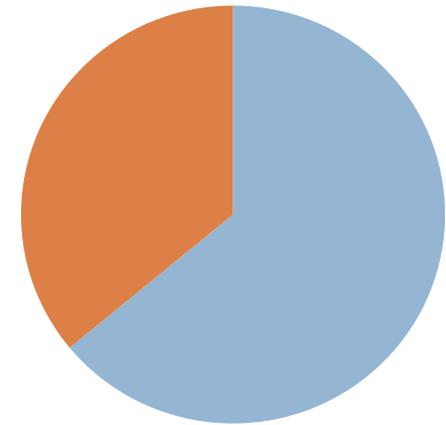
On average 13.7% of our students earn no credit per term.

Credit Students by Term



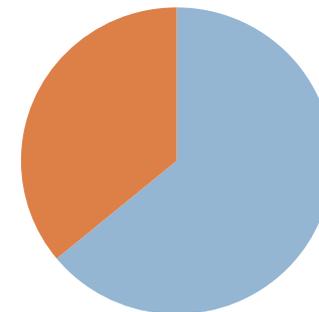
Students that start but earn no credit...

- Average loss for Summer term -173 students
- Loss Fall term – 393
- Loss Winter term – 363
- Loss for Spring term – 377
- Average loss for a year = 1,306 students
 - ▣ Current Spring term credit student count = 2,410. We are losing, per year, what amounts to 54% of the Spring term credit student population.



Math Persistence and Completion

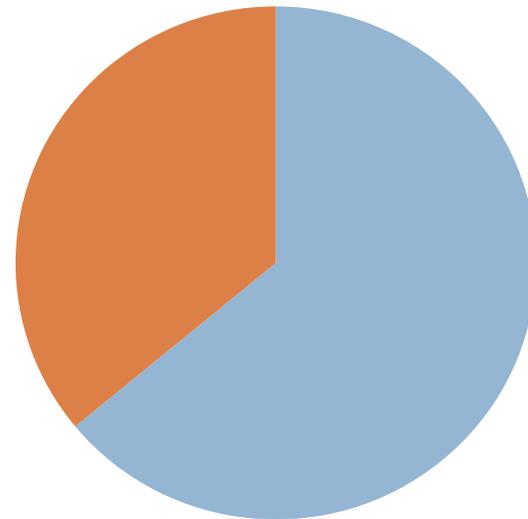
	Pass Rate (A, B, C, P)	Fail Rate (D, F, I)	Drop Rate (After 4th Week)	Pass Rate with Drops After 4th Week Included
MTH 010	65.79%	24.42%	9.79%	64.50%
MTH 020	64.73%	24.32%	10.93%	63.09%
MTH 052	80.89%	19.11%	0.00%	79.75%
MTH 060	67.65%	20.88%	11.41%	66.31%
MTH 065	64.95%	21.45%	13.50%	63.10%
MTH 105	84.57%	5.44%	10.00%	83.36%
MTH 111	74.79%	14.61%	10.52%	72.21%



- 1
- 2

Writing Persistence and Completion

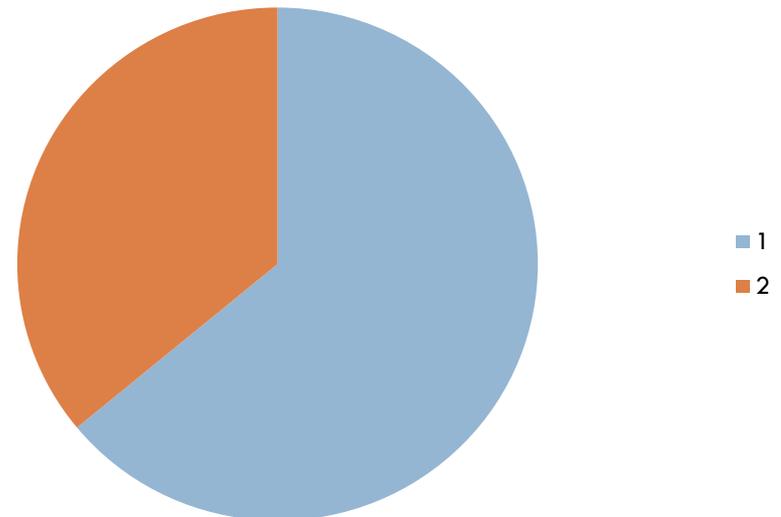
Average	Pass Rate (A, B, C, P)	Fail Rate (D, F, I)	Drop Rate (After 4th Week)	Pass Rate with Drops After 4th Week Included
WR 090	62.60%	26.48%	10.92%	54.13%
WR 095	68.71%	21.60%	9.69%	54.37%
WR 115	62.21%	28.30%	9.49%	53.73%
WR 121	67.46%	21.95%	10.56%	53.26%



- 1
- 2

Reading Persistence and Completion

Averages	Pass Rate (A, B, C, P)	Fail Rate (D, F, I)	Drop Rate (After 4th Week)	Pass Rate with Drops After 4th Week Included
RD 080	68.26%	25.55%	6.19%	54.15%
RD 090	69.90%	22.71%	7.39%	54.11%
RD 115	57.32%	28.57%	14.11%	52.98%



What Can We Do?



- Priority 1: Improve college readiness by strengthening placement, orientation, pre-college partnerships, and communication and information dissemination.
- Priority 2: Strengthen Intrusive Advising campus wide to help students more effectively achieve their goals.
- Priority 3: Increase successful course completion in developmental education courses.
- Priority 4: Increase campus wide communication and coordinate existing student success initiatives. Streamline and organize campus efforts under one umbrella.

Student Preparedness

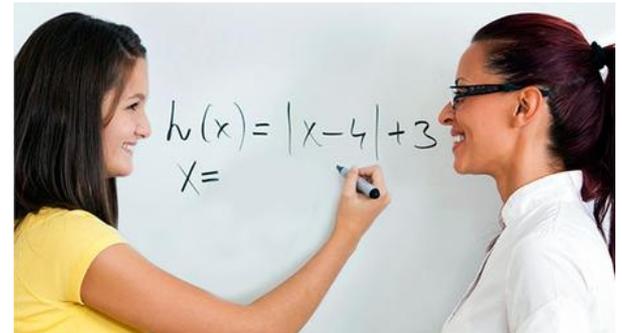


- Placement: alternate placement methods, advising prior to testing, skill review/online review
- Computer literacy placement at orientation: Used to advise into computer skill courses, discuss online course options, locate skill review/enhancement opportunities
- College Coach Approach training: Asking the extra open ended question to identify how to help a student that may not think to ask for it
- Examine Pre-requisites and course selection strategies



Measurable Yearly Objectives

- Increase successful completion of developmental education courses by 2-5% per year using a 3 year running average for:
 - MTH 010 - Current 3 year running pass rate = 61.55%
 - MTH 020 - Current 3 year running pass rate = 63.86%
 - WR 090 - Current 3 year running pass rate = 53.74%
 - WR 095 - Current 3 year running pass rate = 53.80%
 - RD 080 - Current 3 year running pass rate = 53.62%
 - RD 090 – Current 3 year running pass rate = 53.29%
 -
- Increase persistence from Fall to Winter to Spring in gatekeeper/gateway class sequences:
 - MTH 010 to MTH 020 to MTH 060 – Current 3 year running persistence rate fall to winter = 66.1% and winter to spring = 26.90%
 - WR 090 to WR 095 to WR 115 – Current 3 year running persistence rate fall to winter = 60.18% and winter to spring = 35.46%
 - RD 080 to RD 090 –Current 3 year running average persistence rate fall to winter = 60.30%



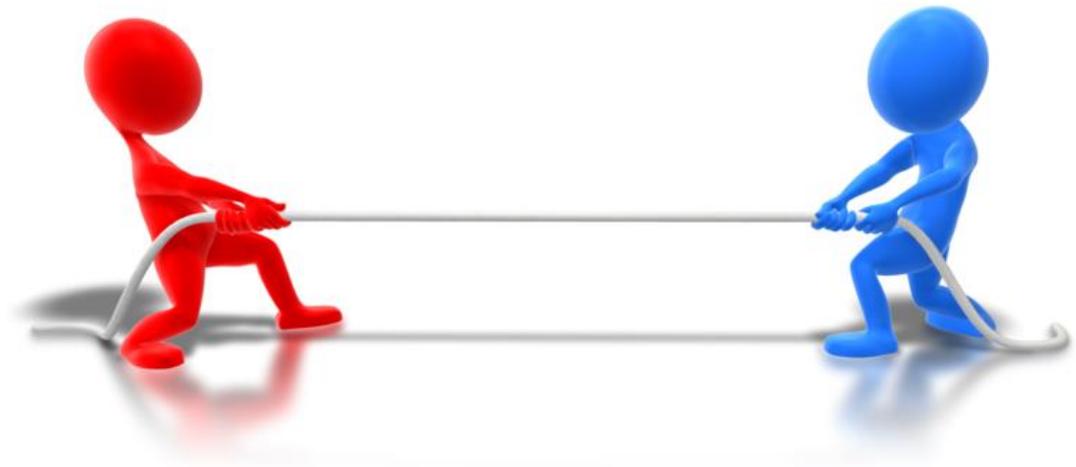
Anticipated Challenges

- Anticipating potential effects on students and programs when implementing possible prerequisites
- Scheduling necessary courses

UR Course Descriptions / C...
https://cdcs.ur.rochester.edu

Hide Schedule
Show Bookmarks
Turn Off
Courses:
CSC 170L

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:00					
1:00		PSC 243 ENVIRONMENTAL POLITICS TR 12:00-1:45	CSC 171 LAB INTRO COMP PROGRAMMING - LAB W 3:25-4:55	PSC 243 ENVIRONMENTAL POLITICS TR 12:00-1:45	
2:00					
3:00	EEO 287 INTERMEDIATE MICROECONOMICS TR 2:00-3:15	CSC 297 PERVASIVE COMPUTING TR 2:00-3:15	EEO 287 INTERMEDIATE MICROECONOMICS TR 2:00-3:15	CSC 297 PERVASIVE COMPUTING TR 2:00-3:15	
4:00	CSC 257 COMPUTER NETWORKS MW 3:25-4:40		CSC 257 COMPUTER NETWORKS MW 3:25-4:40		
5:00					
6:00					
7:00		CSC 171 LAB SCI OF PROGRAMMING - LAB T 6:15-7:30			



Strengthen Intrusive Advising campus wide

- Students have a designated advisor they see 2-3 times a term for their first three terms
- Advisors will implement Career Information Systems upon the first visit to clearly differentiate between certificates, two year degrees, transfer associates, and bachelor's degrees to discuss their major
- Student Success Manager will implement peer mentoring program open to all students as an option, but mandatory for all students on academic probation
- Implementation of semi-annual professional development for all classifications of staff pertaining to student success



ACADEMIC ADVISING

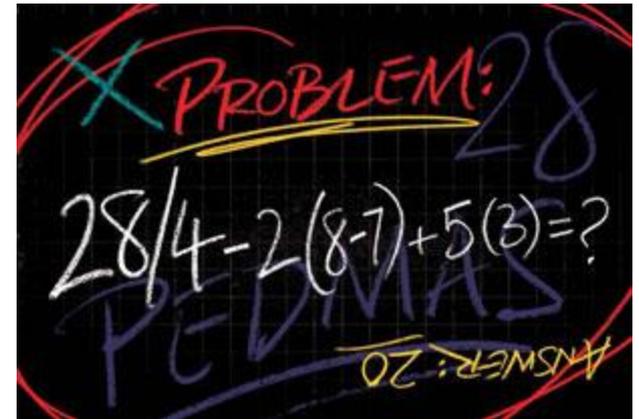
- What classes should I take?
- What am I passionate about?
- How do I choose my major?
- Can I study away and do an internship?

Get the right advice as you progress through your academic journey! Many academic experiences await to help you discover and define your educational, personal, and life goals.

READ MORE [▶](#)

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Anticipated Challenges

- Increasing structured meetings with general advisors (3x a term)



Increase successful course completion in developmental education courses

- Students testing into low-level and mid-level developmental education courses will be required to take courses as part of a learning community with a co-requisite course load that includes reading, writing and a study skills course.
- Students testing into MTH010 and MTH020 will complete a first-day math assessment to determine if placement is correct.
- Students testing into MTH010 will have the option of signing up for a non-credit skills review class in the first five weeks of the term and then taking MTH020 in the second five weeks of the term.
- Students testing into MTH010 will have the option of taking the course in five weeks and then taking MTH020 in the remaining five weeks to accelerate progress through the math sequence.
- Students will have access to supplemental instruction in designated sections of MTH010 and MTH020.



Measurable Yearly Objectives

**I WILL
PERSIST
UNTIL I
SUCCEED.**

Og Mandino

POSITIVEMOTIVATION.net

- Course completion in MTH 10 and 20 will increase 3-5% for the fall cohort in year one
- Course completion in MTH 10, 20, will increase 3-5% for the fall cohort in year two
- Course completion in MTH 10, 20, 60, and 65 will increase 3-5% for the fall cohort in year three
- Course completion in MTH 10, 20, 60, 65 will increase 3-5% for the fall cohort in year four
-
- Persistence rates will increase for students placing into MTH 10 and 20 by 5-10% in each fall cohort during year one and two
- Persistence rates will increase for students placing into MTH 10, 20, 60 and 65 by 5-10% in each fall cohort during years three and four

Anticipated Challenges

- Potential financial aid issues for students enrolling in the five week MTH010 and MTH020 in the same term if a student does not pass the first course.
- Potential issues if appropriate and consistent placement is not communicated by those who advise students into these interventions.



Increase campus wide communication and coordinate the existing student success initiatives.

- Create an inventory of current student success initiatives with an eye toward casting a wide net and capturing anything that looks like a student success initiative and looking at any way that processes have changed to increase student success.
- Organize the inventory into like items and categories and work toward creating across campus teams who then report to the ATD team. ATD team will ensure that strategic plan tasks related to student success are part of this. ATD team would report to Executive Council (or College Council?)
- The President will regularly report on student success initiatives to the campus.
- New employee orientation will feature student success initiatives and employees' responsibility to be champions of student success at all levels of the institution. Introduction processes for new employees to the campus Everyone will go through this orientation when we pilot it during in-service to get feedback.
- Increase support for new faculty, classified and administrators regarding evaluation processes and supporting Best Practices
- Adopting a Total Quality Management approach, foster a culture and provide professional development to empower line-staff to resolve problems that have an immediate impact on student success.



Measurable Yearly Objectives

- Yr 1 – create inventory and teams; plan new employee orientation and in-service activities
- Yr 2 – student success initiatives will increase communication with each other and the centralized ATD team
- Yr 3 – at least 70% of departments will have identified how they participate in the existing student success initiatives
- Yr 4 – 100% of departments will be actively engaged in existing student success planning.

Anticipated Challenges

- This initiative runs the risk of being incorporated into a silo – the initiative has to have a steering group or person who does not belong to a specific division and can support a big-picture approach to how student success can be moved forward.

Strategic Plan/Accreditation/Title III

Accreditation	Strategic Plan	
<ol style="list-style-type: none">1. Promoting student access and success2. Supporting quality learning and achievement through academic transfer education3. Supporting quality learning and achievement through career and technical education4. Supporting quality learning and achievement through student transition education5. Serving our community through quality, lifelong learning	<p>Goal 1 - Promote student success through a comprehensive institutional approach to student retention and completion.</p> <p>Goal 2 - Provide comprehensive, relevant, innovative instruction and programming.</p> <p>Goal 3 - Foster a positive and productive campus culture and environment based on shared values.</p> <p>Goal 4 - Exemplify responsible and sustainable organizational stewardship.</p> <p>Goal 5 - Build stakeholder awareness through comprehensive communication, promotion, marketing, and recruitment.</p>	

Your involvement opportunities

- ATD team will send out this Power Point on *May 31, 2013* to the entire campus
- If you are interested in joining an ATD subcommittee addressing one of the four priorities contact **Caroline Hopkins**
- The goal is to have subcommittees formed prior to **June 14, 2013**

