Student Success Plan
2001-2005

Document No. 25
June 2001
Student Success Plan Summary

Estrella Mountain’s focus on student success is reflected in the College Mission, which is “…to provide opportunities for our students to achieve success in educational and personal goals.” The complete College Mission and Mission Goals statement is included as the Appendix A.

The Student Success Plan has been developed in concert with Estrella Mountain’s Plan for Institutional Effectiveness. The Plan for Institutional Effectiveness defines core indicators of effectiveness for the College Mission and all Mission Goals. The core indicators of Effectiveness for the College Mission are: Goal Attainment; Successful Course Completion; Student Persistence; Degree and Program Completion; Successful Transfer; and Scholastic Achievement. These core indicators define student success and are included as Appendix B.

This Plan is designed to identify strategies and the infrastructure necessary to ensure that college improves its Student Success as defined by its core indicators of effectiveness.

Student Success Vision

Estrella Mountain’s Student Success efforts will help students meet their personal and educational goals in a continuous learning environment that is flexible, highly technological, and global.

Guiding Principles

The Student Success Plan will:

- Be consistent with EMCC’s Vision, Mission, Goals, and Core Values
- Be consistent with District Governing Board Ends
- Include participation form all employee groups
- Include student feedback
- Promote the use of effective and current technology in support of student success
- Have resources allocated for appropriate administration of the plan
- Respond to student needs
- Link to core indicators and student learning outcomes
- Promote a positive, supportive environment
- Promote cultural awareness and diversity
Student Success Plan Goals

The goals in this plan are directly related to the Student Success Core Indicators of Effectiveness found in the Estrella Mountain Plan for Institutional Effectiveness. Both long and mid-range goals have been identified for each Core Indicator. General strategies are listed to achieve these goals. A more detailed annual implementation plan is included as Appendix C. Progress toward both long and mid range goals will be evaluated annually and the implementation plan will be updated on an annual basis.

Long and Mid-Range Goals Linked To Student Success Core Indicators of Effectiveness:

Core Indicator 1
Goal Attainment

Long-Range Goal A:
More than 80% of all enrolled credit students during the 2005-2006 (fall and spring) will report that they have achieved or made progress toward their primary goal related to enrollment.

Mid-Range Goal B:
A system to track student goal achievement will be fully developed by the Fall 2002 semester.

Strategies to Achieve Goal Attainment Goals:

Integration of Goal Tracking Systems
The college will work to develop and integrate goal tracking and assessment systems to track attainment in all major program areas.
Core Indicator 2
Successful Course Completion Rate

**Long-Range Goal A:**
Campus-wide successful course completion rates will increase to at least 75% by Fall of 2005.

**Mid-Range Goal B:**
Campus-wide successful course completion rates will increase to at least 70% by the Fall of 2002.

(Current campus-wide rate is 68%)

**Strategies to Achieve Successful Course Completion Goals:**

*Implement Early Alert*
Students at-risk increase their probability of leaving when circumstances become overwhelming. A strategy is to identify risk indicators that students exemplify and provide strategies and support systems for success.

*Develop Strategies to Address “Gate Keeping” Courses*
This strategy is targeted toward math, science and English courses that have historically low successful completion rates (sometimes below 50%). Because these courses are prerequisites to other required courses in degree programs, they act as barriers to successful completion, persistence and graduation. This strategy will focus on redesigning curriculum to enhance successful completion, adding recitation courses, enhancing academic support services (tutors and access to electronic learning resources), and developing programs that integrate counseling components (including summer bridge programs).

*Expand Orientation Opportunities*
Incorporating students into the community college setting should include an introduction to the services and resources available to them. This strategy is to increase participation in campus orientations by new, returning, and ESL students.

*Promote Personal/Career Counseling*
Students who have identified their career goals are more likely to be successful in completing their programs. This strategy encourages students to be career tested and counseled for future goals.

*Develop Faculty and Peer Mentoring Programs*
This strategy connects faculty with students, and students with students to provide support, encouragement and guidance during their during their college years.

*Track Course Placement Waivers*
This strategy follows up on students who choose to waive course placement scores and connects them with campus resources to help them succeed.
Core Indicator 3  
Student Persistence

**Long-Range Goal A:**  
Persistence rates (fall to spring and fall to fall) will increase by 15% by the 2005-2006 school year for all defined cohorts (base year 1998-1999).

**Mid-Range Goal B:**  
Persistence rates (fall to spring and fall to fall) will increase by 10% by the 2002-2003 school year for all defined cohorts (base year 1998-1999).

Rates will be calculated for all identified cohorts include all students, full-time students degree seeking students, etc. For example the 1998-1999 fall to fall retention was 45% for new full-time students. A 10% increase would result in the rate increasing from 45% to 49.5% ((.45* .10)+.45).

**Strategies to Achieve Student Persistence Goals**

**Encourage early application for Financial Aid**  
Students that lack funds for tuition and expenses often apply late for financial aid. Financial hardships often result in lower persistence rates. This strategy will utilize early intervention tactics that encourage early registration.

**Encourage Early Registration**  
Currently about 50% of the Estrella Mountain students register during late registration. Research demonstrates that the highest attrition rates occur among students who register late. This strategy will utilize tactics that encourage early registration.

**Expanding and Enhancing Student Success Workshops**  
This strategy involves expanding and enhancing workshop for students in the area of time management, study skill, learning styles, math anxiety and more.

**Intrusive Advisement**  
This proven strategy goes beyond simple course advisement. In this system Advisors identify “risk factors” (personal and/or academic) that are unique to each student. Courses and services that take into account these risk factors are then recommended.

**Developing Systems to Pre-Identify At Risk Students**  
This strategy involves the development and use screening tools to identify cohorts of at-risk students for intensive retention strategies.
Core Indicators 4 & 5
4. Degree Program Completion
5. Successful Student Transfer

Long-Range Goal 4A:
By 2005 Estrella Mountain will obtain the following completion rates for associate degrees and AGEC awards:
- 30% 3-year completion rate for full-time, degree seeking students
- 10% 3-year completion rate for part-time, degree seeking students
- 35% 5-year completion rate for full-time, degree seeking students
- 15% 5-year completion rate for part-time degree seeking students

(The most recent comparison cohorts include students who started their programs in the fall of 1994. The 3-year rates were 16% for full-time and 3% for part-time degree seeking students. The five-year rates were 23% and 6%.)

By 2005 Estrella Mountain will obtain the following completion rates for occupational certificate programs:
- 30% 3-year completion rate for full-time, certificate seeking students
- 25% 3-year completion rate for part-time, certificate seeking students

(The most recent comparison cohort is for part-time students from the fall 1996 cohort. The 3-year graduation rate was 15%. There are no current comparisons for full-time, certificate seeking students. This is primarily due to EMCC not having many certificate programs available prior to its 1997 NCA initial accreditation.)

Long-Range Goal 5A:
70% of spring 2004 2-year transfer degree graduates and 65% of spring 2004 Arizona General Education Curriculum (AGEC) completers will transfer to a university within 1 year of graduation.
(The most recent 2-year graduate follow-up survey for 1998-1999 completers indicates that 57% reported attending a university within one year of graduation. No data currently exists for AGEC because the program is too new.)

Mid-Range Goal 5B:
The number of NEW students attending Arizona State University (Main, East and West) with EMCC transfer credit will increase to 175 by the 2002-2003 school year.
(Approximately 120 New students with EMCC credit enrolled at ASU during the 1999-2000 school year).
Strategies to Achieve Degree/Program Completion and Successful Student Transfer Goals:

Expand 2+2+2 Partnerships
The earlier students identify goals, the more likely they are to complete degree programs. Partnerships such as inspire.teach and other 2+2+2 partnerships will be expanded.

Expand Second Level Courses Offerings
In order for students to complete 2-year degrees, it is necessary to expand 200 level course variety. Students who have to “split” courses between two colleges are less likely to complete a degree at the community college level.

Expand Advisement Plan to include 4 Semesters
Current Estrella Mountain advisement focuses on the next semester. Advising will be expanded to include FOUR semesters so that students are given a better opportunity to complete degree programs.

Conduct Joint University/College Promotion of the 2-Year Degree
Currently partnerships have been formed with universities to encourage the transfer process. This strategy will explore the development of transfer opportunities by offering some university course work on the community college campus.

Link 2-Year Degrees to Non-Traditional Opportunities
Distance and online education is an opportunity for students to attain Bachelors and Masters degrees from rural settings. This strategy will identify and promote university transfer opportunities that include distance learning (Internet courses and/or remote instruction). Dual admission partnership where students can be admitted to a University while still completing their 2-year degree at Estrella Mountain will also be developed.
Appendix A: 
Estrella Mountain Vision, Mission and Mission Goals

VISION
We will meet your needs and expand your aspirations through creative learning experiences. Our environment emphasizes caring, teamwork, and flexibility. In partnership with us, you will gain knowledge, abilities, and values essential to success in a highly complex and technological world.

We are committed to building better communities
...one life at a time.

Mission
Estrella Mountain Community College provides opportunities for our students to achieve success in educational and personal goals.

We are an institution of higher education serving the West Valley communities through:

- General Education
- Transfer Education
- Developmental Education
- Workforce Development
- Community Education
- Student Support Services

Mission Goals
General Education
To provide the knowledge and abilities that enable students to achieve academic and personal goals.

Transfer Education
To provide quality transfer courses and programs that enable students to achieve success at four-year institutions.

Developmental Education
To provide quality developmental courses and programs that prepare students for educational and personal success.

Workforce Development
To provide specialized quality training, courses and services that meet the needs of businesses and individuals.

Student Support Services
To provide quality services and resources that meet the needs of students and support learning.

Community Education
To provide a wide variety of opportunities that meet the needs of life-long learners.
Appendix B:
Core Indicators of Effectiveness for Student Success
“The College Mission Statement”

Core Indicator 1
Goal Attainment

Measure: The percent of all students who report that attending EMCC has helped them achieve or make progress toward their primary goal for enrolling.

Core Indicator 2
Successful Course Completion Rate

Measure A: The percentage of all EMCC students that complete credit courses with a “C” or better, measured at the end of each Fall and Spring semester. (College wide)

The percentage of students is calculated using all students still registered after the first week (drop/add period) of class for each semester. Grades of D, F, and withdrawals will be counted as non-completers.

Core Indicator 3
Student Persistence

Measure A: The percentage of first time students retained from Fall 45th day to Spring 45th day.

Measure B: The percentage of first time students retained from Fall 45th day to the following Fall 45th day.

(The following cohorts are tracked: All new students, part-time, full-time, degree seeking, recent high school graduates, and financial aid recipients.)

Core Indicator 4
Degree and Program Completion

Measure A: The percent of degree seeking students who graduate within two, three, and five years after starting the program.

Measure B: The percent of certificate seeking students who complete a certificate program one, two, and three years after starting the program.

This will be reported at the end of the Fall and Spring semesters via campus wide course evaluations and/or surveys.

Core Indicator 5
Successful Student Transfer

Measures: For detailed transfer success measures, see the 1999 - 2002 Estrella Mountain Plan for Institutional Effectiveness at http://www2.emc.maricopa.edu/ie/. Details are not included here to conserve space.

Core Indicator 6
Scholastic Achievement

Measure: The percentage of EMCC graduates who complete a degree program with honors designation.
### Appendix C: 2000-2001 Implementation Plan
(This appendix is updated on annual basis in May)

<table>
<thead>
<tr>
<th>Student Success Core Indicators &amp; Goals Addressed</th>
<th>Strategy</th>
<th>2000-2001 Tactics</th>
<th>Dates</th>
<th>Responsible Parties</th>
</tr>
</thead>
</table>
| 1-AB                                              | Integration of Goal Tracking Systems | Integrate goal tracking and assessment systems to track attainment | Spring 2000 | • Office of Institutional Planning and Effectiveness  
• Coordinator of Student Success |
| 1-AB                                              | Student Success Marketing Piece | Develop marketing piece to promote Student Success. | Fall 2000-Spring 2001 | • Marketing  
• Coordinator of Student Success |
| 1-AB                                              | Math and Writing Center Publicity | Explore strategies to promote math and writing center. | Fall 2000-Spring 2001 | • Faculty  
• Coordinator of LEC  
• Student Success Coordinator |
| 2-AB                                              | Early Alert | Faculty and staff refer students exhibiting at-risk behavior | Fall 2000 and ongoing | • Coordinator of Student Success  
• Coordinator of Learning Center  
• Counseling |
| 2-AB                                              | Orientations | New and returning students are signed up through NC500, ESL students will sign up during pre-registration | Fall 2000-Spring 2001 | • Counseling  
• Coordinator of Advisement  
• Coordinator of Student Success  
• ESL Program Advisor |
| 2-AB                                              | Personal/Career Counseling | Assign students to career counseling during first semester pre-registration or orientation | Summer 2000 | • Counselor  
• Coordinator of Advisement |
| 2-AB                                              | Faculty, ESL, and Peer Mentoring Programs | Complete handbook and assign mentees to faculty, develop peer/ESL mentoring strategies | Fall 2000-Spring 2001 | • Coordinator of Student Success  
• Faculty  
• Coordinator of Student Life  
• ESL Program |
| 2-AB | Course Placement Waiver Advisement and Intervention | Students waiving into a higher course must complete a waiver form and are contacted during first week and mid-semester. | Fall 2000 Spring 2001 | • Coordinator of Advisement  
• Coordinator of Student Success |
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<tr>
<td>3-AB</td>
<td>Encourage early application for Financial Aid</td>
<td>Send out cards to continuing financial aid recipients to encourage early registration</td>
<td>Summer 2000</td>
<td>• Financial Aid Department</td>
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</table>
| 3-AB | Encourage Early Registration | Send out cards to continuing students to encourage early registration, deliver schedules to classrooms | Summer 2000 | • Coordinator of Student Success  
• A & R |
| 3-AB | Expanding and Enhancing Student Success Workshops | Identify and add workshops that assist with improving coursework and retention | Fall 2000 | • Coordinator of Student Success  
• Counseling Div.  
• Learning Enhancement Centers  
• Wellness Center |
| 3-AB | Intrusive Advisement | Train advisors to continue to review student academic history and refer to campus resources | Fall 2000 Spring 2001 | • Coordinator of Academic Advisement  
• Coordinator of Student Success |
| 3-AB | Developing Systems to Pre-Identify At Risk Students | Use Early Alert System and Course Placement Waivers to identify at-risk students, inform at adjunct orientation | Fall 2000 | • Coordinator of Academic Advisement  
• Coordinator of Student Success |
| 3-AB, 4-A, 5-AB | Expand 2+2+2 Partnerships | Meet with ASU West to expand partnership to another program area. | October 2000 | • Dean of Student Services  
• Student Success Coordinator |
| 4-A, 5-AB | **Expand Second Level Courses Offerings** | Review statistics of transfer students in second level courses and meet with dean and divisions to determine implementation | Spring 2001 | • Dean of Student Services  
• Dean of Instruction  
• Associate Dean of Student Services  
• Faculty Division Heads |
| 4AB | **Expand Advisement Plan to include 4 Semesters** | Meet and determine how to format advisement plan to include 4 semesters and implement | Fall 2000 | • Dean of Student Services  
• Coordinator of Academic Advisement  
• Coordinator of Student Success  
• Associate Dean of Student Services |
| 4-AB | **Conduct Joint University/College Promotion of the 2-Year Degree** | Meet with college and university to determine offerings of upper-division coursework at EMCC, and additional strategies to promote 2-year to transfer degree. | Spring 2001 | • Dean of Student Services  
• Dean of Instruction  
• Associate Dean of Student Services  
• Associate Dean of Occ. Ed |
| 4-AB | **Link 2-Year Degrees to Non-Traditional Opportunities** | Research and strengthen partnerships with existing non-traditional opportunities. Identify ways to maximize MCCD relationships with these universities. | Spring 2002 | • Dean of Student Services  
• Associate Dean of Student Services  
• Coordinator of Advisement |
| 4-AB | **Integrate Skill Center into Student Success Activities** | Coordinate with Skill Center to strategize on how to incorporate Student Success strategies into their program. | Spring 2001 | • Director of Southwest Skill Center  
• Coordinator of Student Success |
| 4-AB | **National Science Foundation Grant: “Gate Keeping” Course Strategies and Summer Bridge Program** | Collaborate and strategize with team to develop a program, with NSF funds, to assist math and science students to success. | Fall 2000-Fall 2001 | • Faculty  
• Dean of Inst.  
• Dean of Student Services  
• EMCC NSF team  
• Coordinator of Student Success |
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<tr>
<th>All Goals</th>
<th>Develop Title V Development Grant</th>
<th>Collaborate with Title V Planning team to integrate student success strategies and needs into the Title V Grant.</th>
<th>Spring 2001</th>
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<td>Faculty (Science and Math and Liberal Arts)</td>
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<td>Dean of Instruction</td>
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<td>Dean of Student Services</td>
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<td>Title V Planning Team</td>
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<td>EMCC NSF team</td>
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<td>Coordinator of Student Success</td>
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<td>No. 1</td>
<td>Planning Directions: A Conceptual Framework for Planning</td>
<td>August, 1989</td>
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<td>No. 2</td>
<td>West Valley Community Education Needs Assessment</td>
<td>September, 1990</td>
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<td>No. 3</td>
<td>Assessment of Business Programs and Computer Facilities</td>
<td>October, 1989</td>
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<td>Conceptual Phase Proposal: New Site for College Facilities</td>
<td>October, 1989</td>
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<td>Proposed Physical Education Report</td>
<td>November, 1989</td>
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<td>Strategic Planning Fact Book</td>
<td>March, 1990</td>
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<td>Report of the Teaching for Learning Subcommittees</td>
<td>April, 1990</td>
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<td>Child Care Options</td>
<td>May, 1990</td>
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<td>No. 9</td>
<td>Master Plan Report</td>
<td>June, 1990</td>
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<td>PALS Lab Proposal</td>
<td>July, 1990</td>
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<td>No. 12</td>
<td>Community Planning Process</td>
<td>August, 1990</td>
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<td>No. 13</td>
<td>Project CBLC Final Report</td>
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<td>Establishing a Community Based Literacy Program: Dreams, Realities, And Future Directions</td>
<td>November, 1991</td>
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<td>Adult Literacy Planning Committee Report</td>
<td>December, 1991</td>
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<td>Capital Planning for the Twenty-First Century</td>
<td>March, 1992</td>
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<td>No. 17</td>
<td>Blueprints for Planning</td>
<td>November, 1996</td>
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<td>No. 18</td>
<td>Insuring Institutional Effectiveness</td>
<td>November, 1996</td>
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<td>Environmental Scan and Fact Book 1997</td>
<td>January, 1997</td>
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<td>Child Care Options ’99</td>
<td>August, 1999</td>
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<td>No. 24</td>
<td>Plan for Institutional Effectiveness 1999-2002</td>
<td>August, 1999</td>
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<td>No. 25</td>
<td>Strategic Plan 2001-2004 (Update)</td>
<td>September, 2001</td>
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<td>Student Success Plan 2001-2005</td>
<td>June, 2001</td>
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<td>No. 27</td>
<td>Student Academic Achievement Plan 2001-2011 (Update)</td>
<td>November, 2001</td>
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<td>Academic Plan 2001-2006</td>
<td>January, 2002</td>
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<td>No. 30</td>
<td>Information Technology Plan 2002-2006</td>
<td>February, 2002</td>
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