

ESTRELLA MOUNTAIN COMMUNITY COLLEGE

Student Success Plan 2001-2005

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STRATEGIC AND INSTITUTIONAL
PLANNING DOCUMENT
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M A R I C O P A C O M M U N I T Y C O L L E G E S

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 from 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 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 AGECE 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 (AGECE) 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 AGECE 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 on-line 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*** ***College Mission Statement***

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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)

Student Success Core Indicators & Goals Addressed	Strategy	2000-2001 Tactics	Dates	Responsible Parties
1-AB	Integration of Goal Tracking Systems	Integrate goal tracking and assessment systems to track attainment	Spring 2000	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Marketing Coordinator of Student Success
1-AB	Math and Writing Center Publicity	Explore strategies to promote math and writing center.	Fall 2000-Spring 2001	<ul style="list-style-type: none"> Faculty Coordinator of LEC Student Success Coordinator
2-AB	Early Alert	Faculty and staff refer students exhibiting at-risk behavior	Fall 2000 and ongoing	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Coordinator of Student Success Faculty Coordinator of Student Life ESL Program

				Advisor
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	<ul style="list-style-type: none"> • Coordinator of Advisement • Coordinator of Student Success
3-AB	Encourage early application for Financial Aid	Send out cards to continuing financial aid recipients to encourage early registration	Summer 2000	<ul style="list-style-type: none"> • Financial Aid Department
3-AB	Encourage Early Registration	Send out cards to continuing students to encourage early registration, deliver schedules to classrooms	Summer 2000	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	Fall2000-Fall 2001	<ul style="list-style-type: none"> • Faculty • Dean of Inst. • Dean of Student Services • EMCC NSF team • Coordinator of Student Success

All Goals	Develop Title V Development Grant	Collaborate with Title V Planning team to integrate student success strategies and needs into the Title V Grant.	Spring 2001	<ul style="list-style-type: none"> • Faculty (Science and Math and Liberal Arts) • Dean of Instruction • Dean of Student Services • Title V Planning Team • EMCC NSF team • Coordinator of Student Success
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ESTRELLA MOUNTAIN COMMUNITY COLLEGE

STRATEGIC AND INSTITUTIONAL PLANNING DOCUMENTS

NUMBER	TITLE	DATE
No. 1	Planning Directions: A Conceptual Framework for Planning	August, 1989
No. 2	West Valley Community Education Needs Assessment	September, 1990
No. 3	Assessment of Business Programs and Computer Facilities	October, 1989
No. 4	Conceptual Phase Proposal: New Site for College Facilities	October, 1989
No. 5	Proposed Physical Education Report	November, 1989
No. 6	Strategic Planning Fact Book	March, 1990
No. 7	Report of the Teaching for Learning Subcommittees	April, 1990
No. 8	Child Care Options	May, 1990
No. 9	Master Plan Report	June, 1990
No. 10	PALS Lab Proposal	July, 1990
No. 11	Project C.Y.C. Final Report	July, 1990
No. 12	Community Planning Process	August, 1990
No. 13	Project CBLC Final Report	September, 1991
No. 14	Establishing a Community Based Literacy Program: Dreams, Realities, And Future Directions	November, 1991
No. 15	Adult Literacy Planning Committee Report	December, 1991
No. 16	Capital Planning for the Twenty-First Century	March, 1992
No. 17	Blueprints for Planning	November, 1996
No. 18	Insuring Institutional Effectiveness	November, 1996
No. 19	Environmental Scan and Fact Book 1997	January, 1997
No. 20	Environmental Scan and Fact Book 1999	June, 1999
No. 21	Environmental Scan and Fact Book 2000	August, 2000
No. 22	Environmental Scan and Fact Book 2001	August, 2001
No. 23	Child Care Options '99	August, 1999
No. 24	Plan for Institutional Effectiveness 1999-2002	August, 1999
No. 25	Strategic Plan 2001-2004 (Update)	September, 2001
No. 26	Student Success Plan 2001-2005	June, 2001
No. 27	Student Academic Achievement Plan 2001-2011 (Update)	November, 2001
No. 28	Financial Resources Plan 2001-2004	December, 2001
No. 29	Academic Plan 2001-2006	January, 2002
No. 30	Information Technology Plan 2002-2006	February, 2002