Student Success Team

David Anderson, Chief Information Officer
Katie Daniels, Curriculum Specialist
Donna Kragt, Dean
Michael Passer, Financial Aid Enterprise Analyst
Patti Trepkowski, Dean & Associate Provost

Ric Underhile, Associate Dean
Cathy Wilson, Executive Director
Lynnae Selberg, Assistant Professor & Program Director
Student Success Operational Overview

- GRCC Strategic Plan
- College Action Projects
- Department Action Projects
- Department Operational Work
Student Success End - Operational Overview

5.1 Support Services  5.2 Diverse Faculty  5.3 Curriculum
## 5.0 Student Success

GRCC students will achieve their educational goals.

<table>
<thead>
<tr>
<th>Indicator of Success</th>
<th>Current Year</th>
<th>Prior Year</th>
<th>Benchmark</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students achieve their goals for attending GRCC (as measured on alumni surveys).</td>
<td>99%</td>
<td>98%</td>
<td>95%</td>
<td>🟢</td>
</tr>
<tr>
<td>2. Successful completion or transfer – Percent of students successfully completing a degree or certificate, or transferring after six years. (Michigan metric).</td>
<td>43.2%</td>
<td>38.9%</td>
<td>49%</td>
<td>🟢</td>
</tr>
<tr>
<td>3. Completion (150% graduation rate) for first time, full time students.</td>
<td>15.1%</td>
<td>15.4%</td>
<td>20.2%</td>
<td>💲</td>
</tr>
<tr>
<td>4. Retention rate (fall to fall for first time, degree seeking students).</td>
<td>56.8%</td>
<td>54.9%</td>
<td>53.1%</td>
<td>💲</td>
</tr>
<tr>
<td>5. Persistence rate (fall to next term, part and full time (NCCBP retention definition). (Michigan metric).</td>
<td>73.2%</td>
<td>74.5%</td>
<td>73%</td>
<td>💲</td>
</tr>
<tr>
<td>6. Course success rates (% of grades A – C).</td>
<td>74.3%</td>
<td>71.9%</td>
<td>73.4%</td>
<td>🟢</td>
</tr>
<tr>
<td>7. Student engagement benchmarks (active and collaborative learning, student effort, academic challenge, student-faculty interactions, and support for learners (from CCSSE).</td>
<td>46.1</td>
<td>47.1</td>
<td>50</td>
<td>💲</td>
</tr>
</tbody>
</table>
### 5.0 Student Success

GRCC students will achieve their educational goals.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Entering student benchmarks of effective practice (early connections, high expectations and aspirations, clear academic plan and pathway, effective track to college readiness, engaged learning, academic and social support network) (from SENSE).</td>
<td>47.1</td>
</tr>
<tr>
<td>9.</td>
<td>GRCC faculty/staff mirrors the student body in terms of minority representation.</td>
<td>Min. staff 20.5%</td>
</tr>
<tr>
<td>10.</td>
<td>GRCC remains fully accredited by the Higher Learning Commission of the North Central Association; individual programs remain accredited by their corresponding accrediting agencies where applicable.</td>
<td>Accredited until 2014-2015</td>
</tr>
<tr>
<td>11.</td>
<td>Student performance at transfer colleges (average GPA).</td>
<td>2.97</td>
</tr>
</tbody>
</table>
CAP 5.1.1
Increase Student Persistence by Making CLS 100 (Introduction to College) Mandatory.

• Students who take CLS 100 have a higher fall-to-winter and fall-to-fall retention rate than new students who do not take CLS 100.
• Students who place into two or more developmental courses are required to take PY097.
CAP 5.1.2
Integrate the Early Alert System Towards Increased Student Persistence and Completion.

- Early Alert is an electronic system that allows faculty to request additional assistance for students who are at risk of being unsuccessful due to a behavior, academic performance or attendance.

- The system allows faculty to notify counselors, advisors and the Retention Coordinator to intervene on the student’s behalf.
CAP 5.1.4  
Strengthen the Infrastructure of Distance-delivered Education to Promote Student Success.

Respond to recommendations made by the Higher Learning Commission to improve the learning experiences of students who use online educational tools:

- Uniformity of presentation
- Copyright compliance
- Increase academic performance of students enrolled in online courses
- Authentication
- Continuous quality improvement
- Help Desk
CAP 5.2.1
Strengthen the Recruitment and Hiring Processes So To Attract Highly Qualified, Highly Diverse Full-time and Adjunct Faculty

- Attract, recruit, hire and support a workforce that reflects the diversity of our student population.

- Create processes and provide professional development that increase the impact of our position searches and establish Grand Rapids Community College as a leader in best practices in Human Resources.
CAP 5.3.2
Develop and Implement a New Model of Program Review Based on Program Learning Outcomes.

The new model of Program Review focuses on assessing students’ achievement of program learning outcomes. The new model is an every 4-year formal review cycle. Significant professional development and support is provided to all programs in the first year of this project around assessing outcomes, with even more support provided to the first cohort of programs who will do the review process.
CAP 5.3.3
Establish an Assessment and Reporting Process for Institutional Learning Outcomes (ILOs).

• Student attainment of the four ILOs will be measured in both curricular and co-curricular learning activities.

• Each department/program or student service provider will identify which ILO and at what level, and develop an assessment process to measure them.

• Data gathered will be used to plan improvements to student learning experiences, and the improvements will be assessed to measure effectiveness.
CAP 5.3.4
Promote Data-Based Decision-Making Including the Implementation of a Data Warehouse

The GRCC data warehouse will be a collection of transactional data gathered and organized so that it can be easily analyzed, extracted, synthesized, and otherwise used for the purposes of further understanding the data and decision-making process.
Thank you,

Student Success END

Monitoring Report

March, 2014