

Mt. SAC Student Success Plan

	Problem	Recommended Actions	Governance Direction	Data Collection	Cross-Reference
I.	<i>Engagement and Persistence</i>				
IA.	<p><u>FACILITIES</u></p> <ul style="list-style-type: none"> Existing buildings are not “student friendly” for gathering and studying The library has insufficient study space for students Students want quiet places to study Students want small group study places as well Students sit on the floor in hallways Lack of plug-ins/power source available – most are at the floor level 	<p><u>EXISTING FACILITIES:</u></p> <ul style="list-style-type: none"> Study existing buildings with good designs that support gathering/study spaces. What will work and what will it cost? What kind of seating with electronic plugs? Should the 9C stage area be converted to a student study area? It is used for a study hall during finals time. Location of outdoor study areas (when portable buildings are removed) – consider gazebo designs Microwave ovens for student use <p><u>NEW FACILITIES:</u></p> <ul style="list-style-type: none"> In planning for space and new buildings – incorporate purposed student seating areas (example: Building 61; 9B). This works for new facilities as funds are available. The new Food Services building should have large seating space to accommodate this. Design “study gazebos” – hubs with connection points (data centers) <p><u>FUND RAISING:</u></p> <ul style="list-style-type: none"> Can clubs raise money and put their names on the bench? [concern: lack of funds; is this not a college responsibility?] 	<p>Facilities Advisory Committee,</p> <p>Facilities Master Plan –</p> <p>CMPCT</p> <p>ITAC</p> <p>Facilities Advisory Committee, Facilities Master Plan</p> <p>Food Services Building Work Group</p> <p>ITAC, CMPCT</p> <p>Foundation</p>	<p>Survey students about their needs, preferences, other locations (outside of the library), type of facility</p> <p>Study existing buildings with good designs.</p> <p>Study the library set-up to learn about how to design similar study areas.</p> <p>Review existing locations for student gathering and studying and availability of power sources and wi-fi access</p>	<p>Facilities Master Plan</p>

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		<ul style="list-style-type: none"> Foundation support <p><u>TECHNOLOGY:</u></p> <ul style="list-style-type: none"> Availability of wi-fi across campus Access to power sources 	ITAC		Technology Master Plan
IB.	<u>PROFESSIONAL DEVELOPMENT</u>	<p><u>ASSISTANCE TO FACULTY:</u> how to expand engagement within classroom and on campus</p> <ul style="list-style-type: none"> Share volunteer opportunities and ways for faculty to become active on campus and meet required supplemental hours Inform faculty of professional development and engagement opportunities. Develop classroom kits - “how to” related to study groups, classroom-based assessment, etc. <p><u>RECOGNITION OF FACULTY/STAFF:</u></p> <ul style="list-style-type: none"> Recognize faculty for their engagement and involvement (Student Government does this; Transfer Achievement Celebration) Expand the campus awareness and recognition of faculty who practice engagement Associated Students and Mountaineer can profile faculty and staff who are making a difference in engaging with students 	<p>PDC - professional development workshops – repertoire of activities, projects through POD</p> <p>FIGS - Faculty Interest Groups as a means to further develop good practices - especially by departments</p> <p>New Faculty Seminar – incorporate student engagement concepts</p> <p>FLEX Day - always have a component</p> <p>Academic Senate (recognition program)</p> <p>Associated Students</p> <p><i>Mountaineer</i></p>	<p>Track faculty who attend and/or participate in training, workshops, etc.</p> <p>Maintain database of student priorities relative to needing faculty involvement</p> <p>Teaching strategies: assess the application and usefulness, success rates of the implementation of various strategies</p> <p>Analyze faculty engagement activities</p> <p>Research specific strategies that have proven successful for Summer Bridge</p>	

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		<p><u>NEW PROGRAMMATIC EFFORTS:</u></p> <ul style="list-style-type: none"> • Required interventions for first year students. • Look at what works from Bridge and develop a larger-scale intervention (consider Summer) • Develop more cohort classes 	<p>Departmental curriculum and departmental approaches</p> <p>Faculty Association – supplemental hours form</p>	<p>and STEP to College for a basic skills summer intervention effort</p>	
IC.	CONNECTING AND COMMUNICATING WITH STUDENTS	<p><u>DIRECT COMMUNICATION WITH STUDENTS:</u></p> <ul style="list-style-type: none"> • GPS apps (Mt. SAC campus map) • Better utilizing Banner for faculty referrals to students • Portal: need to push this, educate students to use this, improve the appearance/design • Update students about their progress toward meeting goals – develop dashboard indicators and updates to be sent electronically to students • Update website for accuracy and effective means to contact (update of directory) <p><u>FACULTY TO STUDENT COMMUNICATION:</u></p> <ul style="list-style-type: none"> • Best practices for how faculty can best communicate with students outside of the 	<p>IT Marketing/Communication</p> <p>IT; SP&S; Instruction Team; Counseling;</p> <p>IT, Student Services,</p> <p>IT, Counseling, A&R,</p> <p>IT & Marketing/Communication,</p> <p>PDC – POD classes on communicating with students (especially</p>	<p>Survey students how they want to be communicated – email over text?</p> <p>Survey faculty regarding knowledge and usage of electronic means of communicating with students and best practices in communicating with students.</p> <p>Analyze “hits” on various communication points</p> <p>Document ways in which we recognize students</p> <p>Develop an annual</p>	<p>Technology Master Plan</p>

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		<p>classroom</p> <p>STUDENT RECOGNITIONS:</p> <ul style="list-style-type: none"> • Utilize technology to send encouraging messages to students • Encourage departments to develop ways to recognize students (select students to be recognized) • Coordinate recognition with Marketing/Communication (marquee, Mountaineer, etc.) 	<p>using technology – portal, etc.)</p> <p>IT, A&R, Counseling</p> <p>Student Prep & Success</p> <p>Associate Students</p>	<p>report that looks at work that departments and programs are doing to recognize students.</p>	
II.	<i>Achievement of Student's Own Goals</i>				
IIA.	Students need to understand their educational options	<p>ENHANCE COUNSELING EFFORTS:</p> <ul style="list-style-type: none"> • Improve “introduction to college” approaches especially for new, first time freshmen (FTF) students 	<p>Student Prep & Success Counseling Faculty, Student Services Departments</p>	<p>Develop research methods that link students’ goal completion to stated goals.</p>	<p>Matriculation Plan</p>
IIB.	Students need to understand planning – both short term and longer term	<ul style="list-style-type: none"> • Enhance information provided to students regarding educational goals (print, online, interactive messaging) • Push out messages to students showing them what their stated educational goals and fields of study (majors; certificates) are along with link to an online counseling information session and procedures on how to change goals and fields of study • Develop “goal planning” modules that all 	<p>IT & Marketing and Communication</p> <p>IT, Marketing and Communication, Student Services Departments, Counseling Faculty</p> <p>PDC, Instruction Team,</p>	<p>Review CIRP and CCCSSEE data to understand students’ goal interests</p>	

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		faculty can use regarding instruction and teaching students to develop short term goals (getting through the term; passing the course) and longer term goals (graduation, certificate completion, transfer, career possibilities)	Counseling faculty, POD		
IIC.	Insufficient knowledge of students' goals; goal-setting strategies; information that students need	<p><u>ENHANCE RESEARCH:</u></p> <ul style="list-style-type: none"> • More fully understand how students develop their goals, what they know, what they believe they need to know/need help with 	Research, Counseling Department Faculty	<p>Focus groups to better understand how students determine their goals and what assistance they need.</p> <p>Analyze students' goal declarations – what are students declaring and how accurate is this information.</p>	
IID.	Students need a GPS (roadmap) on how to achieve their goals. Assisting students to declare “informed” goals. Increase student requirements.	<p><u>ENHANCE EDUCATIONAL PLANNING EFFORTS:</u></p> <ul style="list-style-type: none"> • Use of Degree Works, degree audits, electronic ed plans • Improve orientations and access to counseling classes <p><u>PLAN TO REQUIRE EDUCATIONAL PLANS:</u></p> <ul style="list-style-type: none"> • Look at requiring an educational plan for FTF and continuing students (differing approaches) <p><u>CONSIDER REQUIRING STUDENT</u></p>	<p>Degree Works implementation group, IT, Counseling faculty</p> <p>Counseling Department Faculty</p> <p>Counseling Department Faculty Research</p> <p>C&I</p>	<p>Track the numbers of students who have ed plans</p> <p>Conduct research on students' goal achievement based on having ed plans</p> <p>Research how many Student Success courses we would need and how we</p>	

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		<p><u>SUCCESS CLASSES FOR FIRST TIME FRESHMEN (FTF), ESPECIALLY BASIC SKILLS STUDENTS:</u></p> <ul style="list-style-type: none"> • Curricular design • STEP to College Summer effort • Expand Summer Bridge 	<p>Basic Skills Committee Instruction Team Bridge Program Faculty Counseling Faculty Discipline Faculty</p>	<p>would go about offering them</p>	
III.E.	Aligning course offerings with what students need to complete their educational goals.	<p><u>IMPROVE PLANNING FOR SCHEDULING COURSES:</u></p> <ul style="list-style-type: none"> • Fully utilize Degree Works functions • Utilize information from assessment testing to plan course offerings in Basic Skills 	<p>Instruction Team Counseling Department Research Discipline Faculty Degree Works implementation group</p>	<p>Survey: what classes did students want for which they were unable to enroll Review CIRP and CCCSSE data to understand students' goal interests</p>	
III.F.	Dash Board Indicators: communicate students' status; referrals for follow up	<p><u>DEVELOP ELECTRONIC PROGRESS REPORTS TO STUDENTS:</u></p> <ul style="list-style-type: none"> • Utilize a dashboard type of strategy to show students' how close they are to completing goals • Include "advisement" messaging to students about services, strategies toward reaching their goals • Banner functionality allows for the development of notices from faculty to students or to a service provider (department) 	<p>Counseling Faculty Admissions & Records Degree Works implementation group,</p> <p>IT Marketing & Communication Roadmap Project, Counseling Faculty</p> <p>IT (ASAG)</p>	<p>Track usage by students</p> <p>Survey students' interests and follow up with students</p> <p>Measure effectiveness of notifications and referrals (follow through and correlation with grade)</p>	<p>IC. Direct Communication with Students</p> <p>Technology Master Plan</p>

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		<ul style="list-style-type: none"> • Implement the Counseling Department's Early Alert plan • 	Counseling Faculty		
IIG.	Enrollment Management: Inability to offer sufficient courses in high demand areas and to enable students to reach their goals	<p>ENROLLMENT MANAGEMENT PLANNING:</p> <ul style="list-style-type: none"> • Need to better understand enrollment patterns and course success rates for planning purposes • Develop plan to provide adequate courses so students can reach goals • Review how new courses/instructional programs are developed and aligned with current labor market needs and student demand. • Further review and analyze students' course enrollment strategies – why are students enrolling in particular courses at particular times? 	<p>Research, Assessment (Student Services)</p> <p>C&I Instruction Team Counseling Department</p> <p>Ed Design Curriculum & Instruction Council</p> <p>Marketing and Research</p>	<p>Research assessment scores related to course offerings</p> <p>Research enrollment patterns and successful pass rates in high demand areas</p> <p>Utilize Degree Works degree audit reporting and compare to actual enrollment.</p> <p>Research student enrollment patterns linked to their stated goals and placement levels.</p>	Enrollment Management Plan (Vice President, Instruction – Virginia Burley)
IIH.	Course repetition policy and student's course failures	<p><u>COMMUNICATION OF NEW REPEAT POLICY:</u></p> <ul style="list-style-type: none"> • Inform students of the changes 	IT Marketing &		

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		<ul style="list-style-type: none"> Provide students with strategies to improve decision-making when enrolling Develop scripted guidelines that faculty can use in classes to inform students of the policy <p><u>REVIEW IMPACT OF NEW REPEAT POLICY:</u></p> <ul style="list-style-type: none"> How to get students' through their basic skills courses 	<p>Communication Admissions and Records Associated Students</p> <p>Student Prep & Success Counseling Department Associated Students Research</p> <p>A&R SP&S</p> <p>Admissions Basic Skills Committee Academic Senate Research</p>		IIB. Profession Development - Assistance to Faculty
III.	<i>Completion of Basic Skills Sequence/"College Ready"</i>				
IIIA.	Students need to successfully pass basic skills courses and advance and pass subsequent courses	<p><u>EARLY INTERVENTIONS</u> EARLY Early Intervention by initiating interventions immediately upon application to the college.</p> <p>If students place into 2 or more developmental classes, what should we require them to do? How can we develop requirements/incentives for students to enroll in basic skills courses their first term in college?</p> <p>BSCC would like to pilot a model to predict</p>	<p>Basic Skills Committee</p> <p>Counseling</p> <p>Student Preparation and Success Council</p>	Basic Skills/RIE research reports	Counseling Department Title V Grant Recommendations for Early Alert Matriculation Plan
IIIB.	Students do not always enroll in the correct classes for their first enrollment				

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		success this Fall 2012.			
IIIC.	Course sequence progression (how do we know if students are progressing through each sequence of basic skills instruction)	Continue working on the Course Sequence Progression Report – this has been hard to track	Basic Skills Committee Research	Course Sequence Progression Report Disproportionate Impact Study	IIC. Enhance Research
IIID.	Addressing the campus culture associated with basic skills placement. How do we help students to acquire confidence and resiliency?	<u>ADDRESSING BASIC SKILLS</u> STUDENT TESTIMONIALS – available for students to view. Develop discussion models for faculty teaching basic skills classes to use in first days of the course).	Counseling Department Learning Assistance Department		IC. Direct Communication with Students; IIA. Enhance Counseling
IIIE.	Review assessment process and whether placements are accurate (misplacement either too high or too low encourage failure)	<u>ACCURACY IN PLACEMENT</u> <ul style="list-style-type: none"> • Review the rubric and placement levels • Look at Long Beach City College (LBCC) and Santa Ana College (SAC) models for high school students’ placement models • Review placement levels into math, writing, reading, AmLa • Consider possible benefit of having mandatory reading placement at matriculation 	Assessment Committee, Research, Student Preparation and Success, English Department, Math Department, Learning Assistance Department, AmLa Department	Conduct research on recent high school graduates: classes, grades, test scores as compared to Mt. SAC AWE and Math placement levels. Review trends, cut scores, pass rates for English and math tied to placement scores	Matriculation Plan
IIIF.	Develop new approaches to for pre-assessment and pre-orientation to better prepare students	<u>PREPARATION FOR ASSESSMENT TESTING</u> Look at “jump starting” students’ preparation for assessment	Basic Skills Committee Assessment Committee High School Outreach Research		

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		<p>Piloting with High School Outreach (Connect 4) this Spring 2012. Develop a research model to track this.</p> <p>Assessment is meeting with English and Math faculty to develop this.</p> <p>Develop a project proposal for Basic Skills funding for 2012-13</p>			
III.G.	Establish clearer expectations of students' behavior and performance	<p><u>EXPECTATIONS OF STUDENTS</u> "HOW TO BE A SUCCESSFUL COLLEGE STUDENT" - Define students' expectations Provide options to learn information about planning and goal setting, studying, success strategies Develop instructional units that faculty could use as part of their teaching (tool box/tool kits) Ways to reach the adjunct faculty Look at the iFalcon Model</p> <p>Helping students to develop an academic vocabulary (English 67 - tying content of English course with college/counseling requirements, processes)</p>	Student Prep & Success Basic Skills Committee POD		IB. Assistance to Faculty IC. Direct Communication with Students IIA. Enhance Counseling Efforts IID. Enhance Educational Planning Efforts
III.H.	Provision of support services to basic skills students (need more support than other students)	<p>Impact of Basic Skills Funded Projects</p> <p>Current research: how many students are being impacted by Basic Skills projects and what is the impact? Initial finding, in 2010-11, 50% of basic skills students received one or more intervention from a Basic Skills-funded project.</p>	Basic Skills Committee Research Faculty Study Group on Acceleration in English	Continued research	IIA. Enhance Counseling