This Board Monitoring Report provides a comprehensive update on Student Success, the fifth End of our Strategic Plan. Student Success includes three strategies: 5.1: Effective and responsive student support services. That strategy includes four College Action Projects (CAPs). However, you should note that one of those has been moved to a Department Action Project. A CAP may be moved to a Department Action Project after the progress made has been reported to Deans’ Council, a subcommittee of our Academic Governing Council or AGC. The second strategy, 5.2 states that GRCC acquires highly qualified, diverse faculty and continues to provide that faculty with opportunities for professional development. Strategy 5.2 includes three CAPs, again, with one of those being moved to a Department Action Project. Finally, Strategy 5.3 states that GRCC “creates, revises, monitors, and assesses curriculum and learning.” This strategy includes five CAPs. One of those, Implement Reading Apprenticeship has been moved to Access, thereby becoming a part of CAP 2.1.2.

This Monitoring Report summarizes accomplishments and highlights of eight CAPs. Embedded in these eight CAPs are eleven Indicators of Success. Many of these CAPs and Indicators of Success are being presented as a review, as six Indicators of Success from the Student Success End have been previously presented to the Board, and seven of the College Action Projects have been presented to the Strategic Leadership Team, of which Chairperson Verburg is a member.

5.1 Improve students’ support serves that promote success in their academic, community and personal lives.

- The student success course, College Learning Studies 100 (CLS 100) has been approved as a mandated course for all first-time, degree-seeking students who have earned less than a 3.0 high school GPA.
- The Early Alert system has increased in usage among faculty. Additionally, improvements have been made based on feedback from key stakeholders. Professional development opportunities continue to be offered to faculty.
- The Online / Hybrid Certification Course has been revised to better prepare faculty to use instructional technologies. Workshops for students considering enrolling in online courses are in development. Strong consideration is being given to creating online orientation that may serve as a prerequisite to registering for online courses.

5.2 Acquire highly qualified, diverse faculty and continue to provide opportunities for professional development.
- **Hiring and recruitment** processes have been improved and expanded. Data continue to be gathered to better understand strategies for positive impact.
- Two recruitment fairs for adjunct candidates were held. A one-stop **adjunct orientation process** has been implemented; improvements have been made to adjunct faculty offices.

### 5.3 Create, revise, monitor, and assess curriculum and learning

- Twenty of 20 academic programs have completed review (100%); Twenty-six academic programs from 14 different departments are currently in review. Twenty-four assessment of program learning outcomes and Institutional Learning Outcomes projects are in progress. Deans are currently responding to various needs or suggestions uncovered during the **Academic Program Review**.
- **Institutional Learning Outcomes** have been integrated into Academic Program Review processes and associated with Program Learning Outcomes and Course Learning Outcomes.
- In accordance with the **Data Warehouse** project, Blackboard© Analytics for the Student Module has been implemented. Data validation and reports specific to Title III are currently in progress. The data warehouse is planned to go live during summer, 2013.

Student Success monitors progress of eleven Indicators of Success. Seven of these indicators are trending in a positive direction: student goal achievement; successful completion or transfer; course success rates; entering student engagement benchmarks; diversity of faculty and staff; accreditation; and student performance at transfer institutions. One indicator is stable: fall-to-fall retention rates among first time degree-seeking students. Three indicators fall below established benchmarks: completion rates; persistence rate (fall to next term); and overall student engagement.

Comprehensive efforts to nurture and support student success at GRCC are sustained on virtually every level—strategically, collaboratively, departmentally, and operationally. This executive summary provides a broad overview of three strategic areas devoted to supporting student success. But the accomplishment of student success is an ongoing, vital activity necessary for all institutions of higher education that seek to contribute to a well-rounded citizenry.