

**END #1**  
**Student Success Pathways**  
**October 2016**



## Strategic End: Student Success

A student-centered experience will ensure opportunities for students to learn the skills necessary to achieve their educational goals.











# Updates

# GRCC Dashboard

updated 10/01/2016

## END 1.0 Student Success Pathways

A student –centered experience will ensure opportunities for students to learn the skills necessary to achieve their educational goals.

| Indicator of Success   | Prior Year | Current Year | Benchmark | Trend   | Benchmark Comparison  |
|--|------------|--------------|-----------|---|---|
| 1.1. Fall to winter retention (all students)   | 77%        | 78%          | 70.0%     |  |  |
| 1.2. Fall to fall retention (all students)   | 50%        | 53%          | 49%       |  |  |
| 1.3. Three-year cohort success rate (full time students)                                 | 63%        | 61%          | NA        |  | NA  |
| 1.4. Graduation yield (% of all attending students who earn a degree in a calendar year) | 8.0%       | 8.3%         | NA        |  | NA  |



## Strategy 1.1– Access and Inclusion

Improve services and outreach initiatives to students considering GRCC while creating a welcoming and inclusive environment for all.



## College Action Project 1.1.1

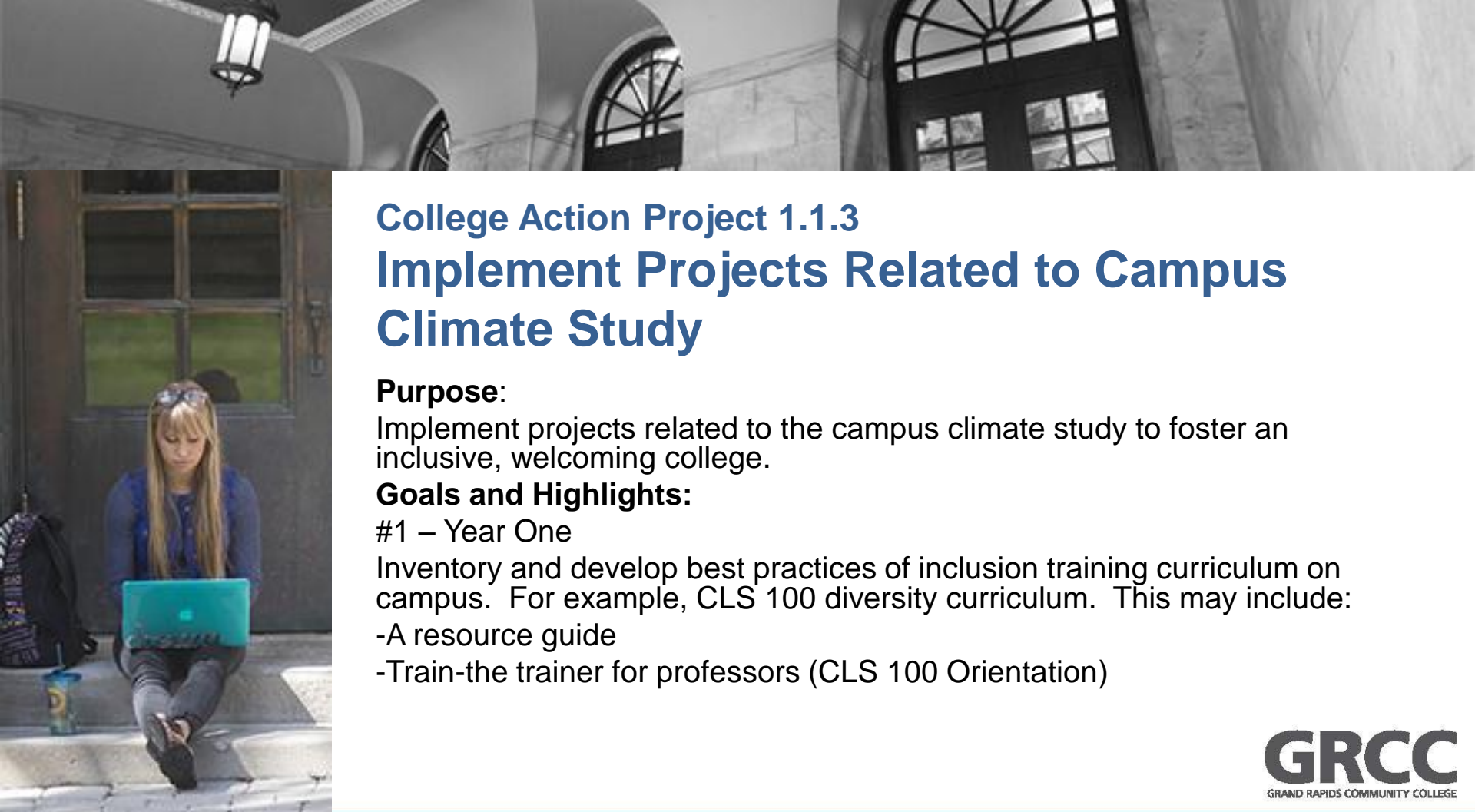
# Improve Outreach and Recruitment of New Students

### Purpose:

- To increase student access through improved outreach and recruitment efforts. Specifically, this CAP also seeks to increase faculty engagement and participation in the outreach and recruitment efforts.

### Goals and Highlights:

- Completed and implemented digital communications plans for all GRCC academic programs
- Planned and scheduled two program specific open houses - Business (November 2016) and Music, Performing Arts, and Visual Arts (March 2017)



## College Action Project 1.1.3

# Implement Projects Related to Campus Climate Study

### **Purpose:**

Implement projects related to the campus climate study to foster an inclusive, welcoming college.

### **Goals and Highlights:**

#### **#1 – Year One**

Inventory and develop best practices of inclusion training curriculum on campus. For example, CLS 100 diversity curriculum. This may include:

- A resource guide
- Train-the trainer for professors (CLS 100 Orientation)



## Strategy 1.2 – Persistence and Completion

Provide college programs, resources and systems to support students in their educational pathway including the attainment of a credential.





## College Action Project 1.2.1

# Student Success in Developmental Education

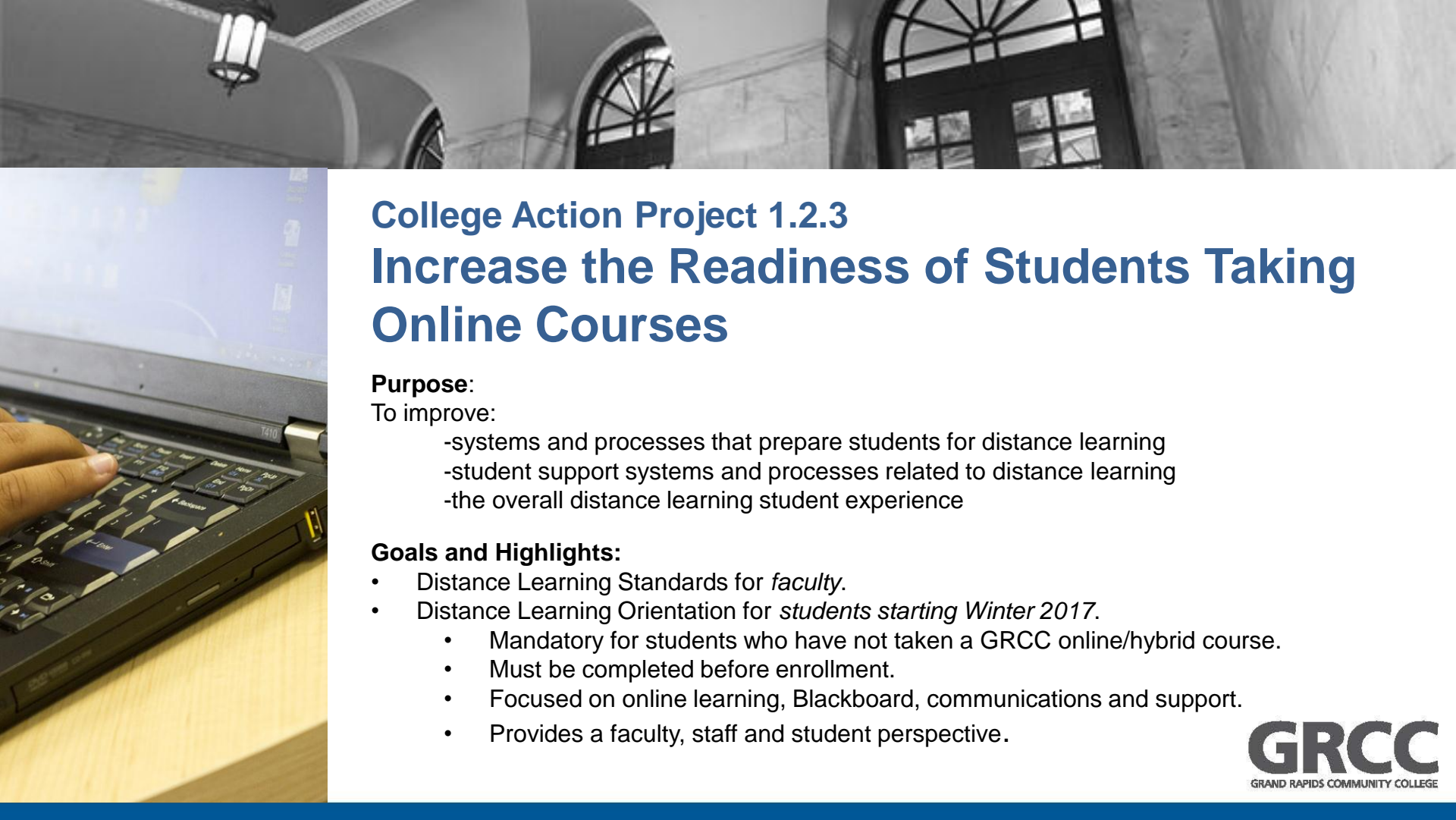
### Purpose:

- Establish a system of supports and strategies that enable students in developmental courses to successfully transition into traditional course work allowing them to accomplish their academic goals.

### Goals and Highlights:

- Train AFP faculty and staff on redesign models of developmental courses during the 2015-2016 and 2016-2017 academic years.
- Form a nonrestrictive pathway for non-STEM students by creating a developmental math course **MA 099** (new course) which will prepare students for MA 124 Math for Liberal Arts (Developmental Redesign).





## College Action Project 1.2.3

# Increase the Readiness of Students Taking Online Courses

### **Purpose:**

To improve:

- systems and processes that prepare students for distance learning
- student support systems and processes related to distance learning
- the overall distance learning student experience

### **Goals and Highlights:**

- Distance Learning Standards for *faculty*.
- Distance Learning Orientation for *students starting Winter 2017*.
  - Mandatory for students who have not taken a GRCC online/hybrid course.
  - Must be completed before enrollment.
  - Focused on online learning, Blackboard, communications and support.
  - Provides a faculty, staff and student perspective.



## College Action Project 1.2.4

# Reduction of Financial Barriers for Students

### Purpose:

- To help eliminate financial barriers to student success through the development of new scholarship and student employment opportunities; expanded financial literacy education; and the reevaluation of institutional policies that inadvertently create financial obstacles.

### Goals and Highlights:

- Collaboration between the GRCC Foundation Office and the CAP 1.2.4 Team made possible:
  - Implementation of an online scholarship application process. As a result, 74.5% more applications were received for 2016-17.
  - Approx. \$105,000 was made available for need-based awarding during 2016-17.
  - Financial literacy information was provided to over 450 students this year through scholarship recipient workshops.
- The overall number of 2015-16 financial literacy events increased by 48%.
- A progressive decline in the 3-year cohort default rate has been realized. Current rate is 23.2%, down from an all-time high of 26.4%



## College Action Project 1.2.5

# Implement First Scholars Project: Increasing completion rates for first time/full time students

### Purpose:

- The purpose is to positively impact completion rates of students who enter GRCC as full time and first time enrolling in any college.

### Goals and Highlights:

- Completed research to identify strategies that impact success of community college students. Used the research to construct incentive program that intentionally and proactively encourages and rewards students for completing activities that increase individual academic success and degree completion.
- Successfully recruited 25% of 2016 Cohort to be active participants in this project (approx. 310 of 1200).
- Obtained support of GRCC Foundation to provide funds for semester end "scholarship raffle." Based on individuals point earnings (not totals) during each semester students are entered into a raffle to win a book or tuition scholarship of either \$500, \$250, or \$100.



## Strategy 1.3 – Student Support

Improve support services to instill in students the skills necessary to be effective learners, citizens and individuals.





## College Action Project 1.3.3

# Provide Additional Support for Latino Students

### Purpose:

- To provide additional student support for Latino students by maximizing resources currently available to them and creating new ones.

### Goals and Highlights:

#### *CLS 100- Latino*

40 students are currently enrolled this semester (Fall 2016)

Conectate (Fall 2015): a welcoming event to connect FTIAC Latino students and their families to staff and resources at GRCC.



## College Action Project 1.3.4

# Alpha Beta Omega (ABO)

### Purpose:

- In the spirit of Equity and Inclusion, this College Action Project seeks to further optimize the structure and functioning of the ABO program. ABO serves the specific purpose of reversing the trend of academic underachievement on the part of Black male students at Grand Rapids Community College.

### Goals:

- **Recruitment and Program Enrollment Goals:** 100 active members by the conclusion of the Fall 2016 semester. 150 active members by the conclusion of the Winter 2017 semester.
- **Life Skill Development Activity Engagement:** Increased student participation in social, cultural, personal, and professional development activities.
- **Orientation Facilitation Goals:** Assist in the facilitation of 21 new-member orientations (7 per semester).
- **Service Learning Coordinator Goals:** Engage 75% of active ABO members in community outreach and service learning opportunities.
- **Weekly Direct Student Contact Goals:** 75-100 direct student contacts per week via phone or face-to-face.



## College Action Project 1.3.5

# Implement the Women Empowering Leadership and Learning Program

### **Purpose:**

The purpose of The WELL is to provide workshops, outreach initiatives in monthly formats, a conference, and social media campaigns to provide relevant information for the student to become more academically successful and improve in the areas of social and emotional well-being. All of the activities will directly impact student success and student retention rates for Women of Color enrolled at Grand Rapids Community College.

### **Goals and Highlights:**

- Increase the semester to semester retention rate
- Improve participants' grade point averages
- Increase enrollment in Phi Theta Kappa
- Create scholarships for Women of Color



## Strategy 1.4 – Student Learning

Improve student success through the creation, revision, and monitoring of curriculum and assessment.





## College Action Project 1.4.1

# Implement Institutional Assessment of Student Learning

### Purpose:

- The purpose of this project is to 1) review existing assessment processes to ensure alignment with the expectations of HLC and New Leadership Alliance for Student Learning and Accountability standards, and 2) integrate existing GRCC assessment practices (assessment of Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes for curricular and co-curricular experiences) into a comprehensive and sustainable system.

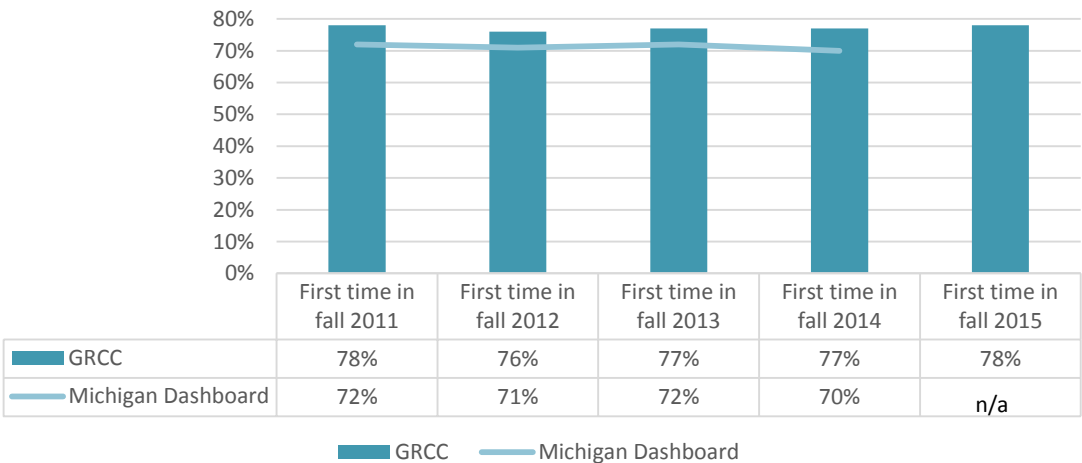
### Goals and Highlights:

- Began pilot for co-curricular assessment with Academic Support & Tutoring Services
- Completed the initial set-up for WEAVEOnline, an assessment management system
- Continued the work of embedding Institutional Learning Outcome (ILO) competencies into courses
- Piloted the use of environmental scanning data to make decisions about inclusion of appropriate ILO competencies in academic programs that prepare students for work after they graduate from GRCC



## Indicator of Success

Fall to Winter Retention (first-time students by gender, ethnicity, age, full time/part time status)



## Trend

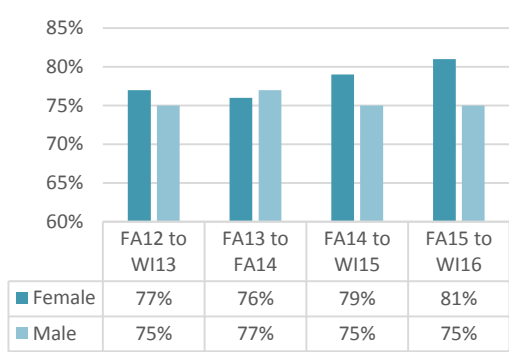


## Analysis

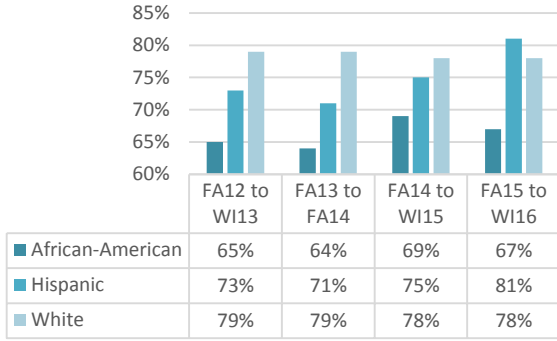
Over 3 out of every 4 students attending GRCC for the fall semester return for the winter semester. The table shows that our results are higher than the Michigan Dashboard benchmark.



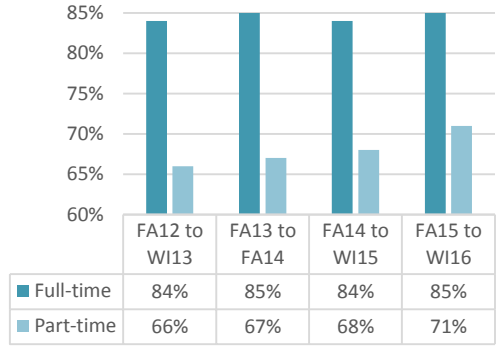
# Fall to Winter Retention by Groups



Gender



Race/Ethnicity

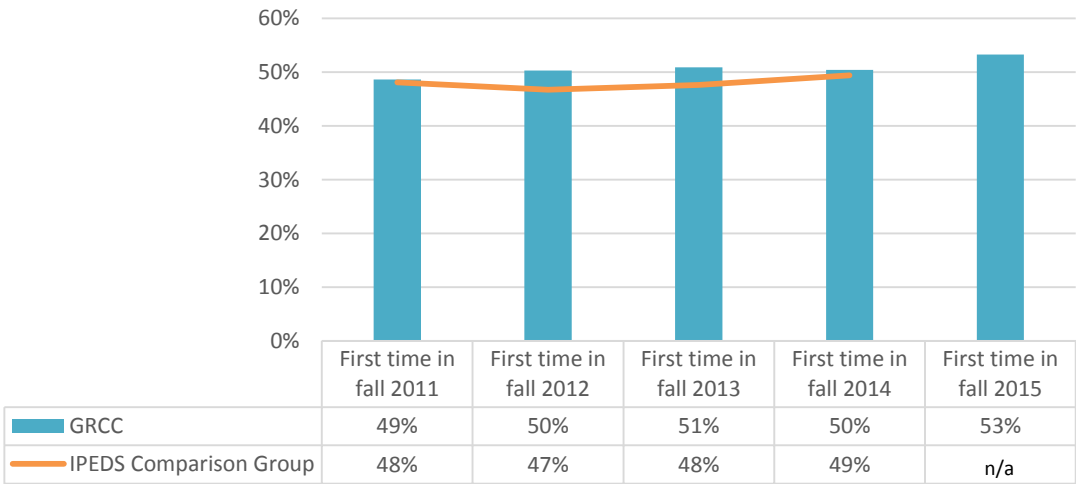


Full/Part Time



# Indicator of Success

## Fall to Fall Retention



### Trend



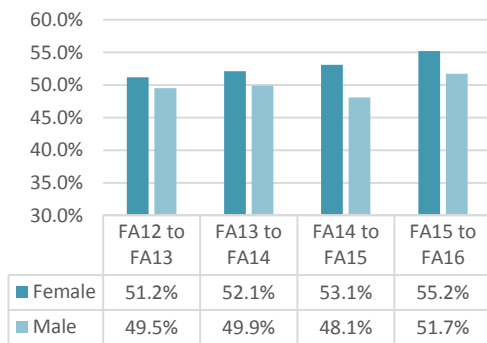
### Analysis

Over half of those who start at GRCC as first time students in the fall re-enroll for the next fall term. GRCC has consistently scored above the IPEDS comparison group benchmark.

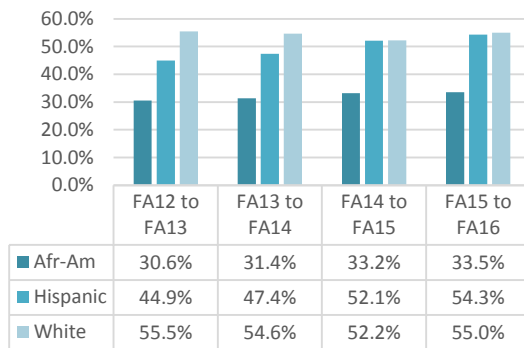




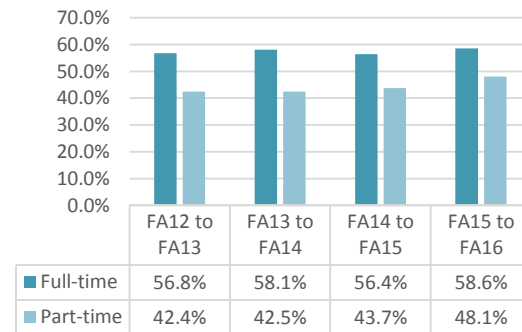
# Fall to Fall Retention by Groups



**Gender**



**Race/Ethnicity**

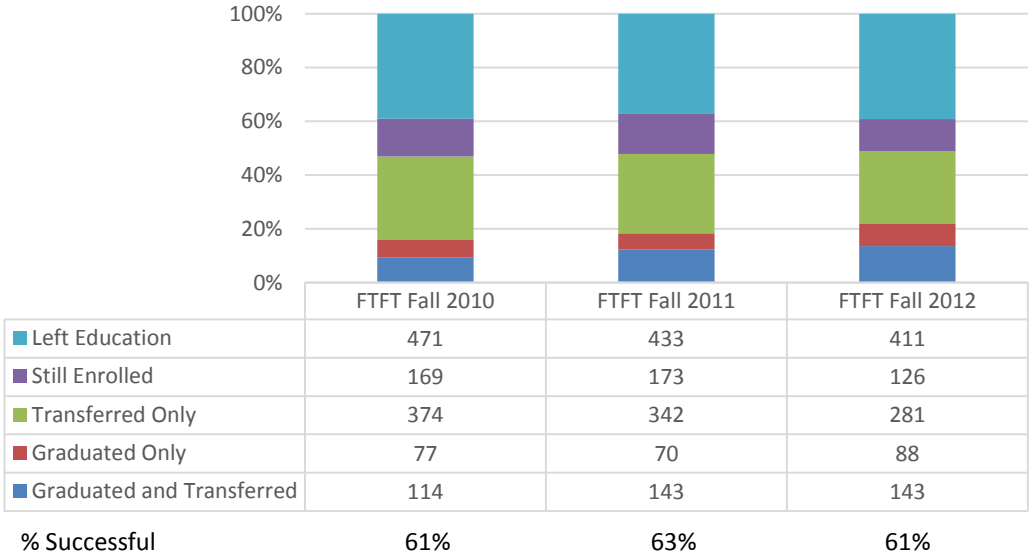


**Full/Part Time**

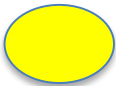


## Indicator of Success

3-Year Cohort Rates (still attending, graduated, transfer without degree, transfer with degree, left education)



### Trend



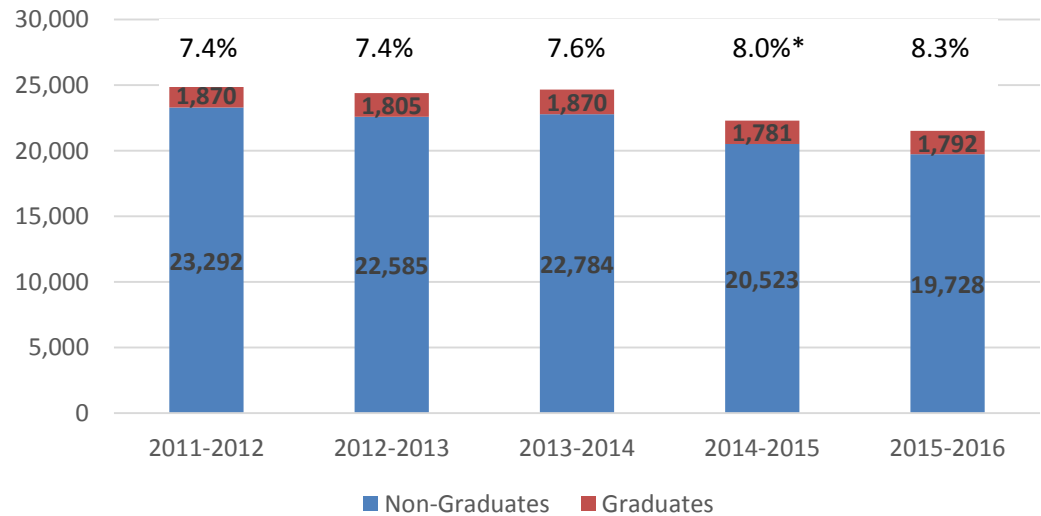
### Analysis

The three-year cohort rate for these students shows that 6 of 10 students who started their academic careers as full time students have a successful result (still attending, transferred, graduated) after this time period.



## Indicator of Success

Graduation Yield (% if all students attending in an academic year who earn a credential)



### Trend



### Analysis

An alternate way to look at completion numbers is the Graduation Yield rate, which calculates the number of students who earned an award during an academic year (July 1 to June 30), divided by the total number of enrolled students in the year.



# Questions