**Student Success**

**GOAL STATEMENT: Student success will be defined by students achieving their academic and personal goals.**

Student success occurs when students are able to create and implement their academic and personal goals. The College must create student-center activities that will allow for leadership development and the attainment of personal and professional goals.

**OUTCOME 1: Create and implement a plan to identify students’ individual academic goals.**

**STRATEGY 1: Collect student goals.**

Rationale:

For many, student success is defined as the completion of a degree from the first college they attend. However, that may not be the goal of the entering student. The College will be better able to meet student needs and allow for student success if it has an understanding of students’ academic goals from the beginning of their college career. By utilizing the data collected, the different campus offices will be better able to serve the student by matching their goal with the appropriate program, whether it is academic, study abroad, internship, community service, leadership, or athletics.

Measurement/Indicators:

Tools:  An on-line survey will be completed during the first semester check-in process and will be attached to the “Code of Conduct.” The student will fill out the survey each semester prior to course selection.

Timeframe:

How to Assess Outcome:  Establish a baseline. Once the baseline is established, the data will be tracked by Institutional Research to measure the percentage of students achieving their academic goals.

**STRATEGY 2: Students will develop life and career plans while creating a Goals for Personal Success (GPS) plan.**

Rationale:

The development of a plan to realize career, educational, and academic goals has been shown to lead to a higher success rate for goal attainment. Students will actively engage in designing career plans that support their life goals. Recognize and value the importance of and engage in life-long learning. Independently evaluate, map, and manage their transition from college to career/continued education by using the Student Success Center (Career Development Center). Appreciate the foundational skills that are built through general education courses and become familiar with the international opportunities available to them through study abroad and other international experiences.

Measurement/Indicators:

Tools:  Students will understand and be able to access, navigate and utilize college services such as CASE & Student Success (Career Development Center). Develop and utilize a template for their academic plan that will support their career goals through the course of “Foundations for College Success”. Independently evaluate, map, and manage their progress toward degree completion by using advising materials and degree audits, this can be accomplished by using the program “Degree Works”. Another tool to implement for encouraging student success would be to incorporate Strengths Quest into the Foundations for College Success program.

Timeframe: Freshman students will be enrolled in the Foundations for College Success course starting the fall of 2010.

How to Assess Outcome:  Identify the percentage of students completing a GPS.

**STRATEGY 3: Each semester, with assistance from an advisor, a student will make the appropriate changes to their GPS plan as they evolve, develop and mature.**

Measurement/Indicators:

Tools: Students will contact their advisor each semester to receive pin number to access their GPS plan and make changes to their plan throughout their academic career.

How to Assess Outcome:  Students will complete the appropriate degrees for career and life goals.

**OUTCOME 2: One hundred percent of all academic programs and service areas will demonstrate student success through cyclical and documented assessment.**

**STRATEGY 1: Each course and program will have clear and communicated student learning outcomes.**

Measurement/Indicators:

Tools:  The assessment committee and assessment leaders will help support a campus assessment process, including workshops, one-on-one meetings and the provision of examples and guides.

Timeframe:

How to Assess Outcome:  The number of courses and programs with completed student               learning outcomes.

**OUTCOME 3: Develop institutional practices and policies that foster student success.**

**STRATEGY 1: Create a Student Success Resource Hub whose mission is to assist students in planning for and achieving success during and following their college experience.**

Rationale:

The creation of a web-based resource hub will allow students access to different resources that could improve their experience during and after college life. Through this web-based resource, students will have the ability to have their questions answered in a timely manner through either an IM feature or an email option. Students would be able to have questions answered concerning but not limited to: academic planning, first year experience, graduation requirements, hints for success, and resources for parents. The IM portion of the web site will be staffed by different departments each day who will relay the question to the appropriate area for answering, if they are unable to answer.  A StrengthsQuest program will give students and educators the opportunity to develop strengths by building on a student’s greatest talents -- the way in which they most naturally think, feel, and behave as unique individuals. (https://www.strengthsquest.com/)

Measurement/Indicators:

Tools:  Centralized web-based resource section with interactive capability as part of the college web site. The implementation of the program “Degree Works” will be a critical tool in academic advisement. Using StrengthsQuest as a tool to introduce students to their talents that make them unique individuals, this can provide them with a skill set to help them succeed with their academic goals by better understanding their strengths.

Timeframe:

How to Assess Outcome:  A counter will be placed on this section of the web site to track the activity of the site. Each year an evaluation will be done to get student feedback relative to the resource hub. The Career Development Center will transform into the Student Success Center where students can learn needed skills to achieve their goals.

Works Cited

Cohen, A.M. & Brawer, F.B. (1996). Policies and programs that affect transfer. *American Council on Education.* Washington, DC.

Kramer G.L. & Associates. (2003). Student academic services: An integrated approach. San Francisco: Jossey-Bass.