



Student Success Plan

Requested by the Board of Trustees
Prepared by the Student Success Taskforce



2009

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1.0 Background

The Faculty Senate began developing the Agenda for Student Success in the fall of 2006. With input from all constituent groups, the agenda grew to encompass several initiatives took on a campus-wide scope.

The scope of this Agenda was recognized by the Cerritos College Board of Trustees in the spring of 2009 following a presentation of the *ARCC Report* also known as *College Accountability Reporting for the Community Colleges*. At the conclusion of the presentation and after an energetic conversation during the Board meeting, member of the Board directed the Administration to prepare a student success plan for the College.

The Administration and Faculty Senate responded by organizing a taskforce to coordinate this effort. The Taskforce began meeting in the spring semester of 2009 under the following charge:

Background



- Faculty Senate started Agenda for Student Success in Fall 2006
- Agenda grew to encompass several initiatives and a campus-wide scope
- Trustees called for success plan in Spring 2009
- Administration and Faculty Senate organized the Student Success Taskforce in Spring 2009
- Taskforce has been attended by over 30 people with representation from faculty, staff and administration
- Groups that have contributed to this plan include:
 - SLO Committee • iFALCON Leadership Team*
 - Developmental Education Committee • Facilities Planning Committee*
 - Staff Development Committee • IT Department • Faculty Senate*
 - Instructional Program Review Committee • Instructional Deans*
 - Coordinating Committee • Student Support Programs Deans/Managers*

- Report to the Faculty Senate and the Coordinating Committee.
- Draft an initial Student Success Plan.
- Present the Student Success Plan to the Senate and the Coordinating Committee.
- Meet in the spirit of shared governance.
- Conclude with the presentation of the proposed plan unless they are requested to continue working by the Faculty Senate and Coordinating Committee.

The Taskforce met throughout the spring, summer and fall sessions of 2009. Consistently, the entire campus was invited to participate on the Taskforce. Over 30 individuals joined in the effort, including:

Aborn, Lucinda	Krichmar, Lee	Reichwein, Vangie
Bengston, Carl	Lundeen, Brittany	Rodriguez, Michelle
Bettino, M.L.	Mixson, Frank	Romero, Virginia
Brock, Marilyn	Moloney, Peter	Rose, Linda
Chambers, Carolyn	Moore, Deb	Serwin, Lynn
Chomiak, Renée	Murguia, Stephanie	Torres-Bower, Ana
Clifford, Stephen	Myers, Chris	Ukita, Traci
Connal, Jan	Pendleton, Ben	Wallace, Mark
DeFrance, Francine	Quaas-Berryman, Francie	Westby, Kim
Farmer, Bill	Quiroz, Jamie	Young, David
Gunn, Dave	Reece, Bryan	

During the fall semester of 2009, as the plan was developed to include more detail, the Taskforce chairperson presented the plan to several groups on campus. The presentations were an important part of the plan improvement process. Groups that participated in the review process as the plan took shape included:

- SLO Committee
- iFALCON Leadership Team
- Developmental Education Committee
- Facilities Planning Committee
- Staff Development Committee
- Faculty Senate
- Instructional Program Review Committee
- Instructional Deans
- Coordinating Committee
- Student Support Programs Deans/Managers

2.0 The Challenge

Higher education has two great missions—research and teaching. These two missions are shared by all of higher education, but they are distributed differently. Our most complicated research challenges are typically given to the R1 universities (Harvard, Yale, MIT, CalTech, Stanford, Berkeley, USC, UCLA and more than 60 other universities). We ask the R1 universities to explore space, cure disease, and unravel the complexities of great social problems. However, our most complicated teaching and learning challenges are given to the Nations community colleges. More than any other system, community colleges teach students at the margins. They teach first generation students, displaced workers, underprepared students, immigrants, and students with social, cultural, and real capital at the margins.

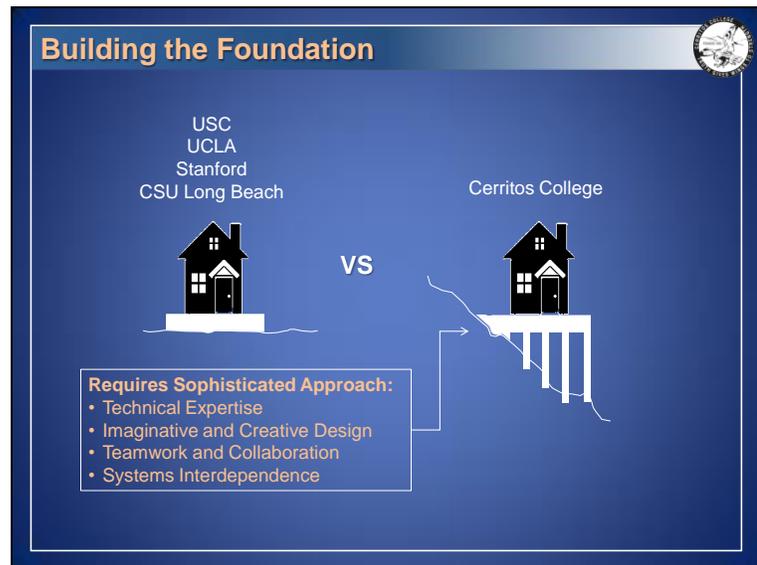
Teaching, regardless of where you are on this spectrum, helps students build a foundation. This is what all institutions of higher education are working to accomplish. This is particularly true during the early years of college—the general education years. In the early years, we all work to instill a base of knowledge, a set of skills and a range of values that build a foundation upon which students can create and improve their professional and personal lives. The key difference between most community colleges and most 4-year institutions, certainly the difference between Cerritos College and the R1 universities is in the “terrain.”

Our challenge—the challenge of most community colleges—is to build a foundation that can hold the same kind of structure as the foundations established at the highest universities, but we must recognize that they are building on terrain that is nearly ready to receive a foundation, while we are building on terrain that is often far from ready.

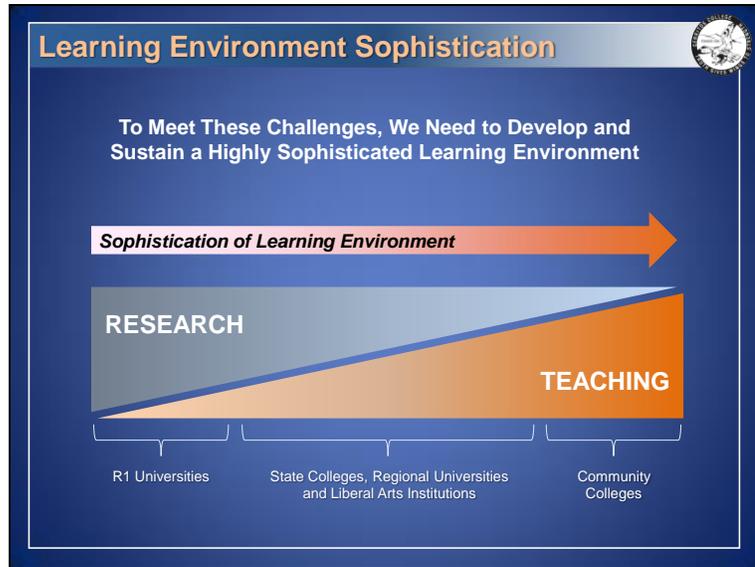
Helping students at Cerritos College build these foundations is much more complicated than building foundations at the R1 universities. At Cerritos College, the prospect of success

requires students to master the content in our courses and navigate the bureaucracy of our institution.

This is of course required of all students at all institutions. However, many of our students have an additional component to contend with. They must interrupt the dominate narrative in their lives.



Literature in the social sciences is well documented and findings consistently point to a social superstructure that we are born into—a scaffolding built of culture and class. This scaffolding constitutes a powerful trajectory or narrative in one’s life. Cerritos College students (in the range of 75-85%) are born into a narrative that does not include college and the professions or high-tech vocations that follow a successful college experience. Consequently, if our students are to succeed, they will need to deal with this narrative; they will need to interrupt it. However, the same body of literature that finds the existence of these narratives finds that breaking away from these forces is highly complicated and infrequently achieved. Understanding this distinction is critical to understanding the challenge we face. It is central to our success as a College. And to meet this challenge, we must establish a highly sophisticated learning environment.



The need to establish a highly sophisticated learning environment is *the* fundamental premise of the Cerritos College **Student Success Plan**.

- R1 universities address our most complicated research challenges—some of the most complicated challenges in the world. As such, they must develop and sustain highly sophisticated research environments to support this effort.
- Community Colleges address our most complicated teaching and learning challenges. Our Community College system arguably holds the most ambitious educational scope in the world. To meet this challenge and achieve this ambition, we must develop and sustain highly sophisticated learning environments.

3.0 Defining Student Success

Most definitions of student success for higher education focus on either *learning* or *achievement*. Definitions that focus on learning tend to see students as succeeding when they learn the knowledge, concepts, skills and values embedded in the college curriculum. Definitions that focus on achievement tend to see students as succeeding when they complete or progress through the programs and courses of the college.

Learning Models

Literatures about student learning outcomes describe learning centered models to help students accomplish success. The literature tends to look at student learning with a focus on core:

- Concepts and knowledge within the curriculum. Examples include a student's understanding of the American Revolution, Cubism, Boyles Law, Krebs Cycle, etc.
- Skills required by the curriculum. Examples include a student's grasp of critical thinking, basic research, scientific method, time management, blood pressure reading, automotive diagnostics, etc.
- Values embedded in the curriculum. Examples include student appreciation for diverse views, global approach, commitment to peace, community service, etc.

Defining Student Success

Most models of student success focus on learning or achievement.

Learning Models

- Students succeed when they learn the knowledge, concepts, skills and values embedded in the college curriculum
- Model drawn from student learning outcomes literature
- Focuses on concepts, knowledge, skills, values . . .

Achievement Models

- Students succeed when they complete or progress through the programs of the college
- Model drawn from accountability and institutional effectiveness literature
- Focuses on degrees, certificates, courses, units, jobs, transfer . . .

Definition: At Cerritos College, student success is defined as 1) learning knowledge, concepts, skills and values embedded in the curriculum; and 2) completing courses and programs at the College

Achievement Models

Achievement centered models approach student success from the accountability and institutional effectiveness literature. These models look at student completion of and progress through college programs. Examples include:

- Degrees—Many studies look at progress toward or completion of degrees. They often examine the number of degrees completed, the number of units completed toward a degree, the number of students intending to complete the degree, etc.
- Certificates—Many studies look at certificates in a similar fashion to their analysis of degrees (certificates completed, units completed toward the certificate, etc.)
- Transfer—Many community colleges address *transfer* as a program. They often look at the number of students that transfer, where they transfer to, how long students take to transfer, how many apply for transfer to universities, etc.
- Courses—Many studies look at course completion as an achievement measure. They document completion, sequencing success, retention, persistence and other measures.

Definition

To be as comprehensive as possible, Cerritos College embraces both approaches. We believe Cerritos College students are successful when they LEARN and ACHIEVE. At Cerritos College, student success is defined as:

- Learning the knowledge, concepts, skills and values embedded in the Cerritos College curriculum and
- Completing courses and programs at Cerritos College

4.0 Measuring Student Success

SLO Strategy

To measure learning at Cerritos College, we will primarily rely on the Student Learning Outcomes strategy that has already been developed and approved by the SLO Committee and Faculty Senate. The SLO approach at Cerritos measures course-level SLOs, transfer SLOs, career technical SLOs, general education SLOs, developmental education SLOs, and institutional SLOs. The complete SLO strategy can be found at <http://cms.cerritos.edu/slo>. Using this approach, we can accurately track positive (or negative) movement of student learning.

ARCC Strategy

To measure achievement at Cerritos College, we will primarily rely on the annual ARCC (*Accountability Reporting for Community Colleges*) report. The report is tabulated and distributed by the Chancellor's Office, several outcome measures related to progress and completion in developmental education, career

technical education, and transfer. All ARCC reports, including more details about the report can be found at <http://www.cccco.edu>. With these two measurement strategies (SLO and ARCC reporting), Cerritos College will be able to measure student success accurately and comprehensively.

Measuring Student Success

With our working definition, we can design a methodology for measuring student success.

- Operationalize the definitions with measurable indicators
- Identify a data source or a process for collecting data
- Establish a system for storing and organizing our data
- Develop methods of analysis
- And more

Measuring Learning <ul style="list-style-type: none">• Leverage existing SLO approach• SLO Committee established by Faculty Senate• Procedures and processes in place• Visit http://cms.cerritos.edu/slo for details	Measuring Achievement <ul style="list-style-type: none">• Leverage existing ARCC approach• Research and Planning already organizes this effort in concert with Chancellor's Office• Procedures and process in place• Visit http://www.cccco.edu for details
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5.0 Improving Student Success

There is an established body of literature documenting the key factors that affect student success. The factors that are generally recognized as impacting student success, and within the realm of influence of the College, can be summarized into the following categories.

- **Student Engagement**—The amount of time students spend on educationally meaningful activities and the amount of energy they invest in these activities will have a profound impact on student success.
- **Teaching Practices**—The quality of teaching in the classroom and online will have a significant impact on student success.
- **Program Excellence**—The quality of our instructional programs will impact student success.
- **Student Support Programs**—The quality and availability of learning support programs will impact student success.
- **Academic Infrastructure**—The quality of academic systems and infrastructure will influence student success.

6.0 Cerritos College Learning Environment

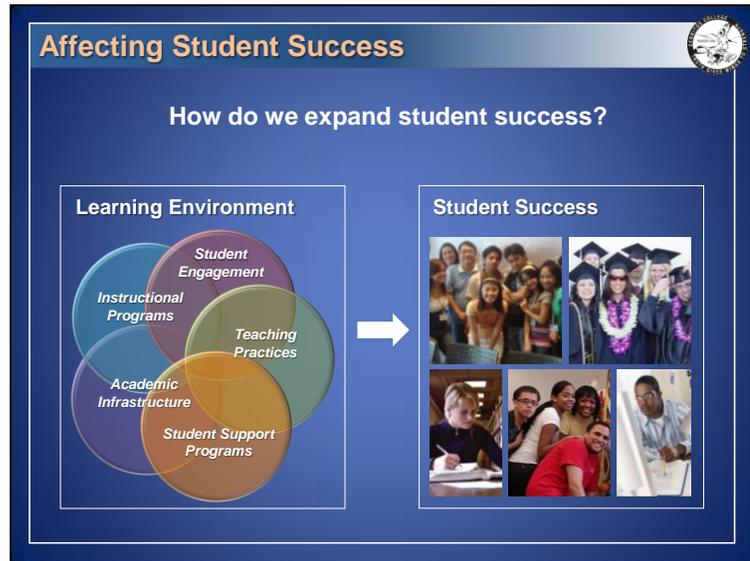
Cerritos College already has several projects and programs under way in each of the five categories that make up the college learning environment.

Student Engagement Activity at Cerritos College

- Awards and Recognitions:
Academic Excellence Awards,
Dean's List, President's List,
Other Awards Ceremonies
- iFALCON
- New Student Orientations
- Other Orientations and
Introductions to College
- Student Activities

Teaching Practices Activity at Cerritos College

- Outstanding Faculty Awards
Ceremony
- Faculty Evaluations
- Faculty Inquiry Groups (FIGs)
- Staff Development



Instructional Programs and Related Activity at Cerritos College

- Adult Education
- Business Education
- Community, Industry and Technology Education
- Counseling Instruction
- Fine Arts and Communications
- Health Occupations
- Humanities/Social Sciences
- Liberal Arts
- Library/EDT Instruction
- Physical Education/Athletics
- Science, Engineering and Mathematics
- Technology
- Other Instructional Programs (Teacher TRAC, Project HOPE, Etc.)
- Instructional Program Review
- Unit/Division/Area Planning

Student Support Programs and Related Activity at Cerritos College

- Academic Support Center (ASC)
- Admissions and Records Services

- Assessment Testing
- CAI Lab
- CalWORKs
- Career Services
- Counseling Services
- Distance Education
- DSPS
- EOPS
- Financial Aid
- Foundation Scholarships
- Independent Study Center
- International Student Center
- Job Placement
- Language Center
- Learning Evaluation Center
- Learning Communities
- Library/LRC
- Minor's Program
- Pathways Project
- Project HOPE
- Puente Project
- Reading Center
- Re-Entry Resource Program
- Scholars' Honors Program
- Student Athletic Program
- Student Health Services
- Teacher TRAC
- Transfer Center
- Veterans' Affairs
- Writing Center
- Non-Instructional Program Review
- Unit Planning
- Staff Development

Academic Infrastructure

- Classrooms
- Common and Specialized Learning Spaces
- Information Technology
- Offices
- TalonNet

To improve student success at Cerritos College, we need to improve the learning environment. Specifically, we need to improve student engagement, teaching practices, instructional programs, student services, and our academic infrastructure.

7.0 Measuring Our Learning Environment

It is clear that we are very busy with and attentive to all five areas of our learning environment. There is sincere work in almost all areas at the individual and collective levels. However, the institutional understanding of our effectiveness in these five areas is limited.

For example, we currently do NOT know the state of engagement across the student body. We do not know if it is on the rise, in decline, or holding at a constant level. We do not know how much time our students spend on educationally meaningful activities or how much energy they invest in these activities. As such, we do not know if the projects and programs designed to increase student engagement are having the intended effects.

This scenario applies to the other four learning environment areas as well. We do not have accurate and precise institutional level measures related to our teaching practices, instructional programs, student support programs, or academic infrastructure. Consequently, there is no way for us, as a community of professionals, to know the quality of our learning environment. We do not know the empirical state of our learning environment today and we have no means of documenting historical trends in any of these areas.

This lack of understanding is worthy of concern; however, it is important to recognize that Cerritos College has done considerable assessment and analysis of our learning environment at the individual and program levels.

While it is true that we are not currently able to roll up the individual and program level assessments to the institution level, we have an assessment infrastructure that has great potential. Examples of existing assessment processes include:

- Instructional Program Review
- Non-Instructional Program Review
- Unit, Division and Area Planning
- Academic Leadership Outcomes Assessment
- Peer Evaluations of Faculty and Managers
- Student Evaluation of Faculty
- Student Learning Outcomes
- ARCC Measures

Core Reports

To develop an understanding of our learning environment, at the institutional level we can build on our existing assessment infrastructure and focus primarily on the development and dissemination of seven core reports. The main objectives for each report are to establish 1) benchmarks in each area; 2) trend

Enhancing the Learning Environment

Current State of Learning Environment

- Vibrant Learning Environment (Busy in All Five Areas)
- We have a good understanding of our learning environment at the individual and program levels

Instructional Program Review • Non-Instructional Program Review
Unit, Division and Area Planning • Peer Evaluation of Faculty
Management and Staff Evaluation • Student Evaluation of Faculty
Course and Program Level SLOs • ALO Assessment

Institutional Understanding

- Institutional understanding of our effectiveness in these five areas is limited

Student Engagement • Teaching Practices • Instructional Programs
Student Support Programs • Academic Infrastructure

lines and historical patterns in each area; and 3) actionable improvement plans that set the College on a course for improvement in each area.

	Report	Report Preparation	Schedule
Student Success	Student Learning Outcomes	Student Success Committee; SLO Committee; Developmental Education Committee	Sep (Every Year)
	ARCC	Student Success Committee; Office of Research and Planning	Oct (Every Year)
Learning Environment	Student Engagement	Student Success Committee; iFALCON Management Team	Nov (Even Years)
	Teaching Practices	Student Success Committee; Staff Development Committee; Developmental Education Committee	Nov (Odd Years)
	Instructional Programs	Student Success Committee; Instructional Program Review Committee	Feb (Even Years)
	Student Support Programs	Student Success Committee; Staff Development Committee; Developmental Education Committee	Feb (Odd Years)
	Academic Infrastructure	Student Success Committee; Facilities Planning Committee; Technology-Based Learning Committee	Mar (Even Years)

Report Characteristics

- Common Structure and Format—Each report is “aware” of the other reports. All reports fit together as a single comprehensive document. They follow a similar structure/outline, and similar style guide
- Professional Methods—These are “real” reports. They are not built upon anecdotal evidence. They are data driven using effective practices in education and social science methods.
- Accessible Language—While each report is data driven, the overarching narrative is written in accessible and plain language.
- Executive Summary—Each report includes a single page executive summary.
- Historical Trends—To the extent possible, each report includes a presentation of findings over time/history. This is constructed in a manner that shows improvement (or otherwise) over time.
- Comparisons—Where possible, reports compare and contrast findings with peer institutions.
- Unit of Analysis—The primary unit of analysis in each report is Cerritos College the institution. We may want to include campus Divisions as a unit of analysis.
- Commendations and Recommendations—Each report contains a discussion of commendations, highlighting evidenced based areas of strength, and recommendations to improve areas of weakness.

Dissemination

All reports are disseminated widely as follows:

- Campus at-large via websites and *State of Education Address* (April)
- Board of Trustees via annual reports (written and oral)

Report Characteristics



- Main Objectives for Each Report**
 - Establish benchmark
 - Establish trend line
 - Establish improvement plan (actionable plan)
- Common Characteristics of Each Report**
 - Common structure and format
 - Professional methods
 - Accessible language
 - Executive summary
 - Institutional unit of analysis (possibly smaller units as well)
- Dissemination**
 - Campus at-large via websites and State of Education Address (April)
 - Board of Trustees via annual reports (written and oral)
 - Faculty Senate via annual reports (written and oral)
 - Coordinating Committee via annual reports (written and oral)
 - General public via ongoing press releases

- Faculty Senate via annual reports (written and oral)
- Coordinating Committee via annual reports (written and oral)
- General public via ongoing press releases

State of Education Address

The State of Education Address is an annual event for the entire campus. The event is organized by the Faculty Senate. The primary purpose of the event is to summarize and synthesize the most current findings from the seven student success reports (*SLO, ARCC, Student Engagement, Teaching Practices, Instructional Programs, Student Support Programs, and Academic Infrastructure* reports).

8.0 Managing the Plan

The Student Success Plan will be managed by a new shared governance committee. The new committee will be formed under the structure of a College Committee and will begin meeting in the Spring semester of 2010.

9.0 Goals and Objectives

The goals associated with the plan include the following:

- Establish an atmosphere where improvement of our learning environment is continual and conscious
- Improve student learning of the knowledge, concepts, skills and values embedded in our curriculum
- Improve student completion of courses and programs at the College
- Raise overall awareness and understanding of our learning environment across all constituent groups
- Enhance the integration of our learning environment and expand levels of collaboration across all sectors of the College (students, staff, faculty, administration, Board of Trustees, community)
- Leverage existing processes (reporting, planning, assessment, evaluation, data collection) and avoid duplication of work

10.0 Will This Plan Work?

This plan is positioned to have significant influence on student success for the following reasons.

Literature-Based

The core model of the plan, the idea that the quality of the college learning environment will have a direct impact on student success, is tied to a deep and mature literature in education research. It is a proven model. While there is no guarantee that this model will prevail at Cerritos College, it is highly unlikely that the two variables (learning environment and student success) will operate independently at Cerritos College when so much evidence suggests a direct correlation between the two.

Community-Based

The plan has been developed by a representative Taskforce with over 30 people from an array of constituent groups on campus. The plan has been scrutinized by a dozen groups across campus, with each group contributing recommendations for improvement. In late October 2009, the plan was presented to the entire campus at a General Campus meeting. Throughout this deliberative process, consensus for the

plan has remained stable and broad. There are a few voices on campus (3-4 that have officially spoken out) that feel the plan is a step in the wrong direction, but the overwhelming majority of individuals that have commented on the plan have expressed support (often excited support) for the overall approach and plan.

Pragmatism

This is a pragmatic plan. It calls for a very large scope of work, but we estimate that over 90% of the work called for in the plan is already underway at the College. Unit/division/area planning, program review, ARCC reporting, SLO data collection and much more are already underway at the College. The new work called for in the plan is primarily characterized as coordination and synthesis work. The plan intentionally tries to leverage existing work and organize it under a unifying framework around student success.

		ARCC 2009	Cerritos Average	Compared to Peers	Compared to State	Cerritos Trend
Degree Certificate Transfer	Student Progress & Achievement	43%		Below Avg	Below Avg	Declining 2000-2008
	Completed 30 or More Units	71%		Below Avg	Below Avg	Flat 2000-2008
	Persistence Rate	73%		Above Avg	Above Avg	Improving 2004-2007
Career Technical	Vocational Course Completion	71%		Below Avg	Below Avg	Declining 2005-2008
	Basic Skills Course Completion	55%		Below Avg	Below Avg	Declining 2005-2008
Basic Skills	ESL Course Improvement	50%		Below Avg	Below Avg	Declining 2003-2008
	Basic Skills Course Improvement	57%		Above Avg	Above Avg	Improving 2003-2008

Action-Oriented

The plan is designed to invite action at the College around improving student success. The goals and objectives imbedded in each report and the dissemination strategy have been intentionally designed to elicit action. The reports will not sit on shelves.

Opportunity

Institutional and State data suggest there is room to improve. Data strongly suggests that we can foster greater performance from our student body. The 2009 ARCC report from the Chancellor’s Office underscores this point.

When the ARCC scores for Cerritos College are compared to the scores of our peer colleges and state-wide scores, Cerritos College is found to be below average in five of the seven areas. In two of the areas (persistence and basic skills course improvement), Cerritos scores above average relative to our peer groupings and the state as a whole.

When the trend line is considered for the same measurements—when one looks at the historical numbers for each ARCC variable—Cerritos College is found to be improving in two areas, remaining flat in one area, and declining in performance in four areas.

Some individuals have argued that this is to be expected given the economic climate, the preparedness of incoming students, and more. However, it is important to note that many colleges are improving in areas where we have been flat or in decline. For example, 26 colleges in the 2009 ARCC report show improvement in “Student Progress and Achievement.” Some of these colleges are significantly different than Cerritos College, but some are dealing with very similar issues. The list of colleges that have improved in the area of student progress and achievement include:

How Much Improvement?				
ARCC 2009	Cerritos Average	Peer Excellence	State Excellence	Room for Improvement
Student Progress & Achievement	43%	Cuyamaca 56%	Foothill 68%	13% to 25%
Completed 30 or More Units	71%	Glendale 78%	De Anza 83%	7% to 12%
Persistence Rate	73%	Orange Coast 81%	Orange Coast 81%	7% to 8%
Vocational Course Completion	71%	Foothill 89%	Taft 97%	18% to 26%
Basic Skills Course Completion	55%	Santa Barbara 66%	Foothill 82%	11% to 27%
ESL Course Improvement	50%	El Camino 79%	Solano 81%	29% to 31%
Basic Skills Course Improvement	57%	Folsom Lake 65%	Folsom Lake 65%	7% to 8%

Improve Success for Thousands of Cerritos Students

Cabrillo
 Cañada
 Citrus
 Coastline
 Alameda
 Marin
 Copper Mountain
 Cuesta
 De Anza

Diablo
 Feather River
 Foothill
 Fullerton
 Grossmont
 Lassen
 LA Harbor
 LA Trade Tech
 Los Medanos

Mira Costa
 Mt. SAC
 Mt. San Jacinto
 Palo Verde
 Sacramento
 San Diego Mesa
 San Diego Mira Mar
 Santa Barbara

We have some great programs at Cerritos College—programs that are nationally recognized. We also have outstanding individuals at the College doing superior work on a daily basis.

With this plan we believe that Cerritos College can expand our existing effective practices. If we are able to do this, we may be able to move our indicators of student success not only to above average, but closer to the scores that characterize our peer group and state-wide leaders.

If we can come together as a community, make a collective agreement to consciously improve our learning environment, we will improve student success for thousands of students at Cerritos College.

APPENDIX

During the deliberation process, many ideas were submitted to the Taskforce. Most of the ideas were incorporated directly into the Student Success Plan; however, some were project or program specific with implementation recommendations. These specific ideas will need to be addressed in the context of each report.

For example, a common recommendation from the campus community is the expansion of orientations for new students. This specific recommendation needs to be addressed in the context of the *Student Engagement Report*. This report will benchmark the current state of student engagement at Cerritos College. The *Student Engagement Report* will document (or begin documenting) a trend line for student engagement at Cerritos, and allow the college to develop an improvement plan that sets the campus on a course for improving student engagement. The recommendation to expand orientations for new students needs to be considered in the context of the overall report and may be included in the improvement plan for student engagement. If it is included, a detailed plan for how we expand orientations will be presented.

The project or program specific ideas submitted to the Taskforce are summarized below. They will all be forwarded to the Student Success Committee. The ideas are presented in two sections. The first is a summary of a campus wide survey conducted by the Student Success Taskforce in the Spring semester of 2009. The second is a list of ideas submitted to the Taskforce throughout the deliberation period.

Spring 2009 Survey

The Student Success Plan survey was conducted from April 22-May 1. Over 180 individuals participated in the survey according to the following distribution: 74 full-time faculty members (40.4%), 33 part-time faculty members (18.0%), 53 staff members (29.0%), 19 managers/administrators (10.4%), 3 students (1.6%), and 9 individuals (4.9%) that declined to state their constituent affiliation

1.0 Please review the following proposals and score each initiative on a scale of 1-5 (1=UNlikely to improve student success. 5=highly likely to improve student success)											
ID	Student Success Initiatives	Votes	Ø	1	2	3	4	5	4+5	Ave.	Rank
1.8	Orientation for All New Students—Expand general college orientations in order to accommodate all new students.	181	7	2.9%	7.5%	10.3%	27.0%	52.3%	79.3%	4.18	1
1.6	Student Learning Resources—Improve student learning resources by integrating the programs, raising the quality (where	181	13	3.6%	6.5%	16.1%	23.8%	50.0%	73.8%	4.10	2

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ID	Student Success Initiatives	Votes	Ø	1	2	3	4	5	4+5	Ave.	Rank
	needed) and expanding student use of the services.										
1.5	Body of Teaching Practices—Build a body of teaching practices that identifies best teaching practices at Cerritos College.	181	9	5.8%	8.1%	20.3%	23.8%	41.9%	65.7%	3.88	3
1.12	College Practices—Assess College practices and change as necessary. Existing practices should be reviewed with a focus on Student Success. Examples may include assessment, placement, retention and achievement.	182	12	6.5%	7.1%	20.0%	28.8%	37.6%	66.5%	3.84	4
1.2	Learning Spaces—Develop learning space standards, inventory all spaces according to these standards, and develop a plan to bring all learning spaces up to those standards.	182	14	7.7%	8.9%	16.7%	28.6%	38.1%	66.7%	3.80	5
1.4	Transfer Resources/Services—Expand our transfer resources and services. Examples could include: TransferPush effort, Transfer Center, parent/significant other outreach and colleges/university relations.	183	9	4.6%	9.8%	20.7%	31.0%	33.9%	64.9%	3.80	5
1.3	Celebrating Student Success—Develop a comprehensive strategy for keeping student success accomplishments in our public discourse. Examples of student success include: the President’s List, the Dean’s	182	2	6.1%	7.8%	20.6%	32.2%	33.3%	65.6%	3.79	6

1.0 Please review the following proposals and score each initiative on a scale of 1-5 (1=UNlikely to improve student success. 5=highly likely to improve student success)											
ID	Student Success Initiatives	Votes	Ø	1	2	3	4	5	4+5	Ave.	Rank
	List, Academic Excellence Awards, scholarships and paper presentations at conferences.										
1.10	College Affordability—Expand and improve services, resources, and outreach efforts to increase student awareness of financial aid opportunities. Examples include collaborative workshops, events, and middle/high school outreach.	183	8	5.1%	11.4%	24.0%	25.1%	34.3%	59.4%	3.72	7
1.11	Student Cohorts for Beta Testing—Establish a local cohort for use as a beta test to gauge the effectiveness of our student success efforts.	183	32	6.0%	12.6%	21.2%	31.1%	29.1%	60.3%	3.65	8
1.9	College Procedures and Systems—Reevaluate current business practices and usage of all institutional applications such as PeopleSoft, TalonNet, SARS and Rosters+ to better meet student and faculty needs.	181	11	8.8%	14.1%	18.8%	20.6%	37.6%	58.2%	3.64	9
1.7	Student Success Portfolio Tool—Develop a student portfolio tool that monitors student progress along a pathway of success-oriented behaviors. Milestones and activities to track could include the habits of mind, education planning, orientation attendance, placement tests and career planning.	182	14	9.5%	12.5%	17.3%	31.5%	29.2%	60.7%	3.58	10

1.0 Please review the following proposals and score each initiative on a scale of 1-5 (1=UNlikely to improve student success. 5=highly likely to improve student success)											
ID	Student Success Initiatives	Votes	Ø	1	2	3	4	5	4+5	Ave.	Rank
1.1	College Website—Redesign the College website so that it is more intuitive for students and centered around their needs.	183	12	10.5%	11.1%	25.1%	25.7%	27.5%	53.2%	3.49	11
1.13	Campus Community Involvement—Increase student involvement in campus activities. Examples include student government, clubs, study groups and athletics.	181	14	7.8%	15.6%	26.9%	25.7%	24.0%	49.7%	3.43	12

Comments Related to Survey Questions (*comments have not been edited*)

- "College practices" is vague, but probably includes some of the most important activities that could improve student success - like, requiring assessment and early completion of developmental courses.
- 1.3 We should develop means of rewarding student success in ways that are meaningful to the students. We might develop a lottery pool based upon course success from which students could be randomly selected and presented with tuition or book vouchers for their next class. We should ask the students.
- 1.8 This is a great idea. Guided tours should stop at each area on campus instead of a walk-through of the building. Have them meet and become familiar with the office staff and Dean of the Divisions so they know who to contact. Showing a building doesn't introduce the students to staff/faculty who will be supporting them through their years at our college. Also making sure the correct information is given from the start would also help students. Maybe having the tour guides get information from the Divisions prior to the tour would help solve this problem. Even meeting with the Counselors and Peer Counselors would be a great opportunity for all to make sure the correct information is getting to the students. Half the time the students we've encountered are given the run-around and confused on what to do next.
- A mandatory college orientation course for all first time college students should impress upon them what college is about, the skills required, and the habits of mind with emphasis on personal responsibility.
- A sincere thank you to all the people involved in formulating these initiatives.
- Anything that would help student success, I would like to try.
- Commit more resources to successful transfer-oriented programs/services (Transfer Center, SHP, etc.)
- develop bridge between ESL and Eng 20
- Expanding the orientation programs like summer connections, and other student success programs like FYE & LC programs should be a priority.

- How are you planning to pay for these initiatives?
- I don't know what student learning resources are available. Beta testing should not be needed to decide if cohorts improve student learning. It does. There is a ton of research to prove it. Just do it.
- i Falcon is a great start to address student success.
- i Falcon is a great start to address student success.
- I feel this college does very well in the above areas. We do a lot more than most colleges of similar size
- I feel this college does very well in the above areas. We do a lot more than most colleges of similar size
- I feel we already offer Orientation for all new students. I think we need to make them "mandatory" with either perks for attending or consequences for not attending. Counseling should be included as a division with priority for classroom space and workshops and to nominate students for recognition awards such as the academic excellence awards.
- I have used the website as a student and it is very difficult to navigate.
- I like habits of mind, there must be an emphasis on reading to mine information and translating that into writing
- In order to expand our transfers the college needs to expand the transfer center. The existing one is not up to par in space and location compared to other colleges. We also need to expand career services and offer much more than the existing career counselors do. It is next to nothing compared to other colleges.
- I suggest we spend our limited resources and energies evaluating and assessing what we currently have in place BEFORE starting another new initiative. Too much change, or speculation about change, can be overwhelming. I would like to see us commit to a serious examination (beyond asking people to speculate) about what works here. We could then consider a limited core of programs/projects to support in every way possible. Less, done well, is more.
- I think the habits of mind campaign is a good start
- I think the habits of mind campaign is a good start
- I think the key to improving student success is to have meaningful placement testing. It is difficult to add pre-requisites to our classes, because that hurts enrollment numbers, yet we have students who can barely read and write taking classes that are well beyond their comprehension levels.
- I think the key to improving student success is to have meaningful placement testing. It is difficult to add pre-requisites to our classes, because that hurts enrollment numbers, yet we have students who can barely read and write taking classes that are well beyond their comprehension levels.
- I think the study group idea in number 13 is the most powerful of those listed in helping to increase student success
- I think the study group idea in number 13 is the most powerful of those listed in helping to increase student success
- I'm afraid a focus on developing a portfolio might detract energy from the Habits of Mind campaign, which deserves all our attention or now.
- Information about academic programs on the college Website must be regularly updated and match what is found in the catalog.
- Learning Spaces: technology infused into teaching in all disciplines. The institution needs to provide technology (hardware/software) assist students learning differences.

- New student orientation expansion is an excellent idea. It will require more locations on campus, more budget, more support staff for materials, and more counselors or counselor assistants (para-professionals?) with up to the minute knowledge of the myriad requirements facing students and which are most crucial to address specifically in orientation sessions.
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- None of these initiatives respond specifically to our culturally diverse student population
- none of these will actually improve student success unless student's improve their study habits
- Re: 1.12 Have mandatory assessment and mandatory placement for those students who need basic skills reading, math or English, (must enroll during first year at Cerritos) Also, must enroll in a study skills course in their first semester.
- So many are excellent. It is inspiring simply to hear this conversation.
- So many are excellent. It is inspiring simply to hear this conversation.
- Target the efforts at our most "at risk" developmental students
- The Habits of Mind campaign and the iFALCON website is fantastic--a very helpful start on student success. More of this will help with a consistent, fully-developed message/approach on campus. A convocation ceremony for all students, but with an emphasis on new students and their families, would celebrate Cerritos College culture and clearly differentiate college education from high school education.
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- The students have mentioned numerous times that the website is not student friendly
- The website is difficult to navigate. I have given up in frustration on many occasions. There are often no contact phone numbers. It is not clear for some offices whether they are open continuously through the lunch hour, after 5 or when classes may not be in session. I tried in vain to find such information on one occasion. While distributing paper phone books may be wasteful of paper, being forced to use a website where you have to guess what an office, department or service might be called is a waste of one's increasingly precious time. Secondly, and I write without knowing what sort of orientation is currently given, the students could use a lot of guidance in study skills and responsibility for their own outcomes.
- We have seen remarkable improvement in the transfer center, but it needs much more work - getting the word out to students early about how to transfer
- We have seen remarkable improvement in the transfer center, but it needs much more work - getting the word out to students early about how to transfer
- We need to be careful that we don't spend a lot of money for things which may not provide much of an impact.
- We need to be sure that we have the resources necessary to support the students who arrive underprepared for college level work.
- Where's the money going to come from? Expansion and improvement sometimes equate to more funds.

General Comments *(comments have not been edited)*

- A new campaign for employee payroll deductions for Student Success Scholarships. The Scholarships would be focused on enabling students to limit outside work so that they could focus on their studies. We need an institutional mechanism for the adoption/certification/funding of proposals for student success initiatives. An annual calendar for submittals, evaluations, etc. would be needed. Both of these suggestions would promote ongoing individual investment in student success.
- A. Curriculum integrated, aligned and organized for effectiveness B. "Learner centered" classroom practices, e.g. pedagogy and assessment C. Integration of academic support and student services D. Equity, valued and pursued by assessing learning and progress rates by cohort E. Institutional leadership and support, reflected in leadership that is distributed throughout the college, and by planning, professional development, investment and use of data for improvement
- Administrative support of campus academic programs.
- Again, it's very healthy to see the campus so focused on student success.
- All placement exams should be rewritten to make sure that each student will be placed in the right class.
- An emphasis on the nature of economic-social class perspective should be acknowledged as a root to student expectations, life priorities, and work practices related to college.
- Another possible strategy is a student mentoring program where successful students coach others on how they prepare for their classes, the amount of time necessary to be successful, etc. Perhaps the mentoring could be subject specific.
- any suggestions from any staff and faculty would help our students succeed.
- As a automotive instructor for the college in my opinion I believe that if more or a continued view of outside interests in the field of alternative fuel, such an electric vehicles, wind generation, and solar power is always a positive way to motivate and encourage students in the automotive arena. Other areas of interest that have been presented as topics of information are Snap-on training seminars that have been offered during the spring break period these areas seem to be popular for the students that I have talked to.
- As above - requiring developmental courses be taken early. Also, hiring more full-time faculty (including counselors), providing offices and other support for part-time faculty
- Bryan Reece and members are doing a fantastic job
- Check out Long Beach, where it was discovered that if a student drops more than one class no campus intervention would help, but that if a student drops only one class there is much that we can do for that student; remember that morale is important and will decline when people are treated as failures; highlight academic achievement, not board activities, in our publications
- Clean up the campus especially the bathrooms so that students can take some pride in the campus
- College norms should include office space for part-time instructors so that these instructors have a space to complete professional activities, including conferencing with students. The college should also require faculty to complete required flex work/professional development activities in more meaningful ways, and ways directly related to improving student success. When was the last time the Staff Development Committee offered a workshop specifically to provide professional development of faculty?
- Create an Initiative Indicating the need for students to take Basic Skills courses before any other classes can be taken. Also, the need to improve Student Government.

- Develop a method for students who experience a change in their work schedules to move into a "virtual college" for the remainder of the affected semester so that they might have an opportunity to salvage more credits.
- Develop a positive group label to apply to the students who participate in the activities designed to help them succeed...Falcon Ambassadors is just one example...there are better ones, I'm sure.
- Excellent wish list and organization!
- Faculty & Student Interaction - Create student and faculty experiences that will improve student integration, institutional commitment, and academic success (mentorship, service learning, etc.).
- Field trips and role playing?
- Focus on quality in the classroom! These initiatives are extraneous and move us further away from the front line!
- GO FOR IT!!!!
- Helping students should be the #1 priority since that is what we are all here for. Making sure they have the information they need to succeed at Cerritos should definitely be a high priority. Wrong information can discourage students as can the learning environment which we teach in. Great job on creating this survey!
- Hiring Teaching Assistants 11/10 *Will the Senate have an opportunity to amend this document? Is this a live breathing document?
- How about a partnership with our Habits of Mind and the local K-12 school districts? Let's teach them good learning habits before they reach us.
- I appreciate having my opinions solicited. Thank you.
- I believe we are already doing most of what needs to be done. I find that most students who are not successful are often not really trying or overwhelmed by family situations.
- I did not see staff development on the list for all staff and faculty to participate in. Every person on the campus should feel that they have a part in student success.
- I do not know of an initiative that will help with what I see as the main stumbling block for our students. We need to motivate the students to study. Too many come to class with an expectation that they will pass the course with minimal effort. They do not pass. We have horrible success rates in our basic skills courses.
- I don't work with students just budgets
- I feel strongly that student activities are the best for student success. When a student feels connected to the college he/she wants to do well. It also brings together faculty/students to allow a mentorship situation where the faculty encourage students to succeed.
- I hope that everyone on campus will be welcome to participate in these initiatives.
- I hope that the overall project will meet the ultimate goal of improving student success at Cerritos College.
- I hope we don't focus all our efforts on high achievers and the "President's List, the Dean's List, Academic Excellence Awards, scholarships and paper presentations at conferences" type students. We have many more students that are struggling and finding their way slowly through the system, let's not lose track of them as we proceed.
- I know I am not alone in holding the following opinion. Although funding is a problem, I think we should include as a possible future goal the creation of an introductory required course similar to those offered as CG courses.

- I like the fact that for the first time the college is taking up student success at an institutional level and hopefully there will be resources to back up this effort.
- I suggest that efforts in the area of student engagement be ramped up. That I, students should be encouraged, if not **mandated** to enroll in basic skills courses they test for. This will go a long way to improve students' performance.
- I think really expanding resources and transfer center possibilities. I think most students main goal is to eventually transfer. We should concentrate on helping the students focus better and not be here for 5 years or more. Also financial aid will become much more vital to the growing number of returning students especially ones from the recent job market who have lost their jobs. It is important we improve the community that we are a part of as well as be academics.
- I think that this is very important to continue to have programs to help students be successful.
- I think there are two things that are missing from this plan: 1) The built environment: Although you refer to this under academic infrastructure there is nothing explicit about the built environment, which unfortunately here at Cerritos College does not inspire learning. 2) Class size: Given the current economic situation, this is a taboo subject. No matter all the support services that we have, if the student-teacher relationship is not engaging, all of this comes to a naught. And this relationship can only be engaging when the class size is manageable.
- I would like to see a campus wide push to have all textbooks used on reserve in the library.
- I would like to see more emphasis placed on career services, i.e. expand the career center in order to serve students needs and expose them to more career exploration activities through the center.
- I would like to see ways to encourage instructors and departments that do not have a high retention rate to evaluate ways that they can improve. Maybe getting other divisions involved with suggestions on campus wide improvement.
- If you could send this survey out in the body of email, rather than as a link, strange as it sounds, you might get more participation. If you don't even have to follow a link to see how quick and simple the survey is, more participation "might" occur.
- I'm not willing to perform any more unpaid duties than I am already doing.
- Improving student success begins with a positive attitude in a clean learning environment. How about educating (a mandatory seminar) the students to take pride in where they attend school. Has this committee gone through the student bath rooms, class rooms, halls and really looked at what's going on? To visitors and non students using our rest rooms, hallways and campus facilities we look like a third world school. If you want to improve student success please start by cleaning up the conditions of their learning environment.
- In general, there needs to be consistency in the way students and their concerns are handled. There also needs to be accountability on the part of the students for them to succeed. There can be all sorts of changes, modifications and best practices in place, but if students are not accountable for their success, very little will come of it.
- Institute an entry-level course, which all entering students MUST take, that teaches them study habits.
- It is the wrong time from a budget standpoint to try to push initiatives.
- It seems that improving ARCC data is the only goal. If that is true, some facts should be observed. First, many of the students who "count" on campus are not counted in the ARCC data. For instance, students on VESEY do not count for our success rates; however, they now make up to 25-50% of the population in some sections. Should we tell the professors to ignore these students and focus on the data-relevant students? I think not. Second, the students who have already been accepted to the university and return do not count either. So here we have the universities disappointing or failing the students, and when they come to the CCs and rebuild their success path, they are not counted as a CC success. The only students who do count are those who were already told by the universities and many times by their high school counselors

or standardized test scores that they are not ready for the university. In other words, the system has already said, in so many words, "You will not be university material." Of this group of cast-offs, we at the CCs produce a 25% BS or BA success rate within 6 years. When you consider that many straight-through university students still require nearly 6 years to graduate, we at the CCs are doing a remarkable job. But the ARCC data, basically designed by a CSU-sponsored lobby group to prove the CCs a failure, gives us no credit for those students, some of whom make up the majority of our transfer classes, even our remedial classes. In fact, there is a policy at the universities to "send to the CCs" students who fail to meet their basic skills requirements without 3 semesters. In addition, the state has approved a 3% growth rate for the CCs budget, primarily to serve these university students who are in reverse transfer. So again, should we tell professors to ignore the reverse transfer student because she is not part of our data? Hardly.

- It seems that there is no emphasis on achievement and intellectual growth. All of the emphasis is on success. Success should come AFTER achievement. Focus on Achievement.
- It should also be remembered that the ARCC data is very slippery. Campuses are in different cohort groups based on a weird phrase called "ADVANTAGED" or not. So, there is little reason to improve. If one builds an institution with a higher level of success, you will have to compete with another group the next year. ARCC data is one measure, but there are many students who need us who are not successful by these narrow terms. The best example would be the D students who repeat classes. If this were GM, and the students continued to buy GM cars, even though the cars were less than perfect, GM would be proud of their consistent customer loyalty. To spend 18 weeks learning in a course--with all the attendant support--and then be considered a failure because of a D grade is missing the goal. Don't forget the work that goes into helping students, even those who drop at week 13.5 or finish with a D. They are here. They cost money. They take labor. They use resources.
- It's important that the proposed initiatives are melded into other, existing initiatives so that there is not duplication and "holes". It's also important to involve students extensively in this process.
- links to explanations of terms/programs (What is Beta Testing?)
- Make sure the classrooms are in working order and presentable for students. Remove all "clutter" in BE 12 first off! Make sure the equipment works in all classrooms on campus and the environment is a great place to teach and learn. There is no reason our classrooms can't be clean and presentable when students come to class.
- Many of these efforts would be "preaching to the choir". Good students will take advantage of services. Poor students often are unmotivated, overwhelmed, overextended or just fail to grasp that college faculty will not give passing grades for attendance and good intentions. Our primary goal should be to assist students who are motivated, who are trying, but for whatever reason are just not succeeding. We do enough already for successful students and no amount of work can help an unmotivated student.
- More online courses to attract students excluded by fixed class times.
- More sections of higher-level courses, lower limit of 15 students rather than 20, smaller class sizes, 16-week calendar, support for departments to bond with universities, conference funding for faculty in content areas
- Most Cerritos College classes are taught by "part-time" instructors. Most "part-time" instructors are working the equivalent of 1.5 to 2 full-time jobs. People who are spread that thin cannot do their best work and the students will and do suffer. Cerritos College compensation for part-time teachers is among the lowest in the state. Cerritos College is within a reasonable commute of at least a dozen community colleges. Cerritos College has become the employer of last resort. You need to fix that or Cerritos College will continue to have poor student success. The best solution; however is to have more classes taught by full-time instructors.

- Not all students are the same; therefore some will be less involved and less successful. How far should this project adjust to get these type of students involved?
- One student learning center. We are duplicating our efforts.
- raise the cost per unit of instruction to 120 per unit as a minimum
- Raise the tuition--make education valuable, not cheap
- reevaluate the financial aid system which is abused to the maximum
- Regarding Student Services/Resources: many students feel intimidated about seeking tutoring services. I believe most times it is because students feel don't know how to use the services feeling intimidated. One suggestion I have would be for the Academic Support Services to develop a "student services connection" in which the information could be brought to the classroom or during New Student Orientation. Students feel less intimidated if they meet and see. Once they meet and see personnel from Academic Resources and that it is not so bad or intimidating and they have a face to go with the available resources they might be more likely and willing to use the resources. The Health and Wellness Department has done a great job in doing classroom presentations and Counseling is now doing "Counseling Connections" which are excellent.
- Requiring incoming students to take a course that teaches them the skills they need to succeed in college. This course should not be based solely in counseling, but require participation of faculty.
- Schedule of classes is very confusing for new and old students. The classes are not even alphabetical order! Actually, the whole schedule of classes needs a new "student friendly" organization. Have students give input. More counselors are needed. Why does it take sometimes 3-4 weeks for a student to make an appointment?
- standard exit exams for English 50 so students in Freshman Comp would be ready/FreshEng needs accountability
- Student data (multiple measures/PeopleSoft) must be READILY available for all faculty and managers to assess progress towards reaching goals and to implement programs and services to contribute towards student success.
- Student Success initiatives need to be both useful to promoting student success and usable by employees. We need to focus on creating tangible, easily usable resources (programs, course content, materials, best practices lists, etc.).
- Students always comment on how ineffective the academic counseling is here. They come to me (faculty) for academic advising. They get different facts from different counselors
- Students fresh from high school are a little tired of academics, consider the other resources (programs) to re-ignite interest in education.
- Study abroad opportunities and other Global initiatives needs to be available to our students - no matter the economical status of our students.
- Supporting Learning Communities and First Year Experience and expanding those programs would be a good use of resources. We know these programs improve student retention and success, and build a sense of community for students.
- The above suggestions assume that we have control over students and their motivations. We don't. That there's something we can do to make students succeed. In some cases some students will just not succeed no matter how much help we provide. You can lead a horse to water, but you cannot make them drink.
- The importance of Universal Design for learning. Instructors need to be better prepared to utilize alternate teaching strategies to meet student's diverse learning styles.

- The initiatives reflect an interest and expertise in research and protocol (collecting the data) but they do not reflect an interest in the background of our students. Invest in initiatives and campaigns to inform faculty, administration and staff about our students and where they come from. Future, more effective initiatives should grow from that understanding.
- The majority of our students are Latino.
- The plan had the potential to achieve its intended goal because it is realistic and doable.
- There should be some initiative developed to integrate counseling information in the classroom. This would mean taking up class teaching time for at least 3 hours per semester.
- These are great ideas, but the bottom line is that nothing we do will improve student learning unless they take responsibility for their own education, such as reading their textbooks, visiting the prof if they need further help, and putting the time needed into studying.
- This all is about how the school should change and nothing about how students need to step up. Rigor over retention.
- This campus looks run down. Clean up the mess and repair the poor condition of the class rooms, bathrooms and overall appearance of the buildings.
- This campus needs to give much more respect to part-time faculty. In order to have student success, students need instructors that have return rights to keep those who have been evaluated and retain those who have proven successful teaching. We also to pay them compared to surrounding campuses so we can keep good part-timers. Part-timers should have offices devoted to them and paid office hours in order to be available to students. This campus needs to acknowledge our part-timers by creating a better atmosphere in welcoming them to be on committees and treat them as the professionals they are and not the stepchildren of the college. We would not be able to provide all the sections we do for students if we did not have part-time faculty.
- This is a Foundation Issue that always gets swept under the rug for “political reasons”! *Curriculum committee course approval/review process should be included. Research into effective basic skills prerequisites that could be applied to most/all courses. Individual skill levels assigned, as appropriate) should be strongly considered. Especially in this time of fiscal decline, we should not place students into declining spaces in courses when there is no effective foundation of skills needed to support success. This wastes student time and effort, wastes instructional resources (spaces in class) and leads to lower success and persistence statistics.
- This is what we are about. The more this is clearly visible to our students, the more success we will get.
- This project is very very very much needed
- Very inclusive (although student services is somewhat underrepresented). Builds on existing resources. Includes outcome measures. QUESTIONS _1) Do we have the institutional will to fund the critical parts of this plan – courses, services, etc. being shifted to directly support this effort? 2) How do we effectively promote “Student Responsibility?”
- We as instructors and staff should always recognize that we exist for the student, not that the student is here for our benefit.
- WE NEED TO OFFER ENOUGH OF THE BASIC SKILL COURSES, ENGL, READ, MATH, STUDY SKILLS, WHICH ARE TH FOUNDATION OF STUDENT SUCCESS.
- Well done. Let's keep this effort moving forward.
- What about increasing funding to hire more faculty to reduce class sizes? I have one lecture class with 120 students and another with 90, or did at least at the start of the semester.

- Whenever I am asked about a new idea for the campus I first ask the question "How does it improve student success?" This is a marvelous idea!!!
- Yes, a student success in college course should be part of orientation requirement
- Yes. Smaller class sizes, especially in the basic skills courses; also, increased faculty collaboration, especially between full- and part-time faculty.

----- End of Plan -----