

Best Practices

Promising Practices for Community College Student Success (CCSSE study)

The promising practices described on the following pages are part of collegiate learning experiences that attend to students' needs from their first interactions with the college through the successful completion of their first academic term and beyond. The practices are divided into three groups: planning for success, initiating success, and sustaining success.

Planning for Success	Initiating Success	Sustaining Success
<ul style="list-style-type: none">■ <i>Assessment and Placement</i>■ <i>Orientation</i>■ <i>Academic Goal Setting and Planning</i>■ <i>Registration before Classes Begin</i>	<ul style="list-style-type: none">■ <i>Accelerated or Fast-Track Developmental Education</i>■ <i>First-Year Experience</i>■ <i>Student Success Course</i>■ <i>Learning Community</i>	<ul style="list-style-type: none">■ <i>Class Attendance</i>■ <i>Alert and Intervention</i>■ <i>Experiential Learning beyond the Classroom</i>■ <i>Tutoring</i>■ <i>Supplemental Instruction</i>

Yakima Valley Office of Institutional Research Excerpts

Strategies for Helping Students Persist in College

Strategies for Providing Student Services: “Student services” is an umbrella term that generally includes enrollment and registration services, including placement testing requirements and financial aid. Student surveys reveal that students feel “lost” and unsure of how to navigate the maze of college services. Students do not know who they need to talk to and are often sent from one building to another to get what they need. This is especially problematic for students who work and/or have children. Students also report receiving different information from different people and are unsure what is accurate. These frustrations are enough for students to give up on the process entirely.

- **One-Stop Services:** As well as having admissions, registration, financial aid, counseling, and academic support in a central location, bring in other service providers that address financial and social barriers (The College Board, 2012).
- **Enroll students before terms begin:** Students need to have their finances, childcare, textbooks, employment, etc., arranged ahead of the quarter (Tincher-Ladner, 2006).
- **Make it mandatory for students to see advisors and complete education plans.** Otherwise known as intrusive advising, this strategy is delivered by monitoring attendance, life skills courses, declared courses of study linked to career pathways (Completion by Design, 2011).
- **Increase student awareness of financial resources to support college attendance:** Students need help filling out the applications and understanding their financial ability to attend college; enrolled students need solutions to financial problems that threaten to cause drop out; hold financial aid workshops in a variety of public locations. (Advisory Committee on Student Financial Assistance, 2008)
- **Provide emergency funds:** Relatively small amounts of money may keep students from being able to attend; emergency funds require students to have completed the FAFSA (Geckeler, 2008).
- **Centralize financial aid process:** This can free up the campus to focus on counseling, application assistance, and outreach (Supiano, 2009). Financial aid computer labs staffed by personnel trained in financial aid applications available to check statuses and answer general questions (Nicholes, 2011). These services need to

be available in multiple languages and at various times of the day. Shared processing, FAFSA awareness campaigns, and financial aid labs increase awareness and assist with the oftentimes complex and confusing financial aid process (College Board Advocacy & Policy Center, 2010).

- **Quickly resolve holds on registration due to fines:** When students have outstanding fines they cannot register. Make prompt arrangement for paying fines so that students can continue without interruption (The Advisory Committee, 2008).

Strategies for helping students needing remediation before entering college courses One of the most challenging issues in higher education is the large percentage of students who are under-prepared for college level coursework. Nationally, 52% of students seeking an associate's degree require developmental education (also known as remediation – placing below college level on entrance exams). Of those, 90% do not complete a degree (Complete College America, 2012). At YVCC, approximately 85% of entering students require remediation; with students who place lower much less likely to complete a credential. The reasons for being so under-prepared vary: students who have been out of school for a long time have forgotten the material; recent high school graduates may not have been mandated or advised to take rigorous coursework to prepare them for college; students may have elected to take only those courses or programs required by the job they are in only to find themselves wanting to change employment and lacking the skills to so do. Regardless of the reason for needing remediation, colleges are challenged to fix the “leaky pipeline” and several strategies related to developmental education are emerging (Bailey, Jeong, & Cho, 2009).

- **Accelerated remediation programs:** This can take the form of offering competency based curriculum, on-line or technically supported programs, increased time in class in a given term, and pairing remediation with other college coursework (Jenkins, Speroni, Belfield, Smith Jaggars, & Edgecombe, 2010). Research has proven that students learn math by doing math, not by watching someone else do it on the board (Twigg, 2005; Center for Community College Student Engagement, 2012; Pennington, 2012).
- **Pre-term intensive courses/workshops that build confidence in math skills:** The focus is on helping students gain problem solving skills and activating their prior learning in math so they can be successful in more traditional math courses (Gardenhire-Crooks, Collado, Martin, & Castro, 2010; Rosenbaum & Becker, 2011).
- **Summer bridge programs:** Focus is on helping students prepare for college including possible remediation, study skills, writing research papers (Rosenbaum & Becker, 2011; Barnett et al, 2012).
- **Embedding remediation in job training programs:** Washington State's I-BEST program embeds adult basic education into workforce training. Students are put into classes taught by basic skills instructors and technical instructors. The program targets high demand industries such as healthcare, manufacturing, education, business, and STEM with median hourly wages ranging from \$9.62 to \$17.30 (Wachen, Jenkins, & Van Noy, 2010). The premise of the program is to increase credential completion for students who may normally languish in adult basic education programs before reaching college level.

Strategies for increasing persistence in the first year and beyond

- **First Year Experience Programs:** A variety of interventions focus on helping students start college with a plan for completion. These may include mandatory orientations to college, first-year seminars, mandatory student success courses, and learning communities (Achieving the Dream & Public Agenda, 2011; Brownell & Swaner, 2010; Sommo et al, 2012).
- **Intensive Support:** A variety of interventions have proven helpful in increasing first year retention, including social interventions such as student mentoring and money management sessions; academic interventions in the form of priority course registration, mandatory advising, and learning community courses; and additional services such as financial aid workshops and connection with a disability services liaison are provided (Bennett & Fancher-Ruiz, 2012).
- **Academic Alert Programs:** Many colleges have processes in place by which instructors can identify students who are struggling. These range from programs that merely let the student know that the instructor is concerned about progress, referring them to services to programs that directly contact and interact with

students identified as needing assistance (Center for Community College Student Engagement, 2012; Nodine, Venezia, & Bracco, 2011).

- **Using technology to support learning:** This includes increasing feedback from instructors in a timely manner, access to coursework and resources, eTextbooks, online tutoring (Completion by Design, 2011).
- **Providing support where students congregate** – This is especially important with non-traditional student populations since social connections are important to keeping students in college (Achieving the Dream & Public Agenda, 2011; Gardenhire-Crooks, Collado, Martin, & Castro, 2010).
- **Academic Support services such as tutoring:** This takes many forms, including having tutors identified to work with students enrolled in difficult courses, having drop-in tutoring centers, hosting workshops on such things as how to write a research paper, and offering online support (Center for Community College Student Engagement, 2012).
- **Course redesign to facilitate going further, faster, and cheaper:** This can include a focus on competency based curriculum, modular curriculum, web-based, and self-paced labs (Completion by Design, 2011; Quint et al, 2011; Nodine, Venezia, & Bracco, 2011; Pennington, 2012).

Strategies for Supporting Completion

- **Pairing coursework with real life work:** This can take a variety of forms: practicums, internships, summer employment, volunteer experiences, etc. Program design is extremely important to the success of this strategy (Completion by Design, 2011; Brownell & Swaner, 2010; Center for Community College Student Engagement, 2012).
- **Providing opportunities for students to engage in research:** Undergraduate research supervised by faculty helps students develop research and problem-solving skills. Outcomes for underserved students are positive in relation to student persistence and graduate school enrollment (Brownell & Swaner, 2010; Center for Community College Student Engagement, 2012).
- **Course redesign:** Focus on Curriculum and Instruction, employing active and cooperative learning practices, technology-supported, experiential and service learning activities (Completion by Design, 2011; Quint et al, 2011; Nodine, Venezia, & Bracco, 2011; Pennington, 2012).
- **Academic support programs/ tutoring:** In addition to providing academic support for students, provide opportunities for students to tutor other students, especially for wages (Center for Community College Student Engagement, 2012; Completion by Design, 2011; Nodine, Venezia, & Bracco, 2011).
- **“Mandatory Intrusive advising”:** Aimed at keeping students on track, taking the right courses, strategizing barriers to success (Completion by Design, 2011; Nodine, Venezia, & Bracco, 2011; Achieving the Dream & Public Agenda, 2011).
- **Retroactive Degrees (also called transfer with credentials incentives):** Many students earn credits at a community and college and transfer to a four-year university without completing an associate’s degree. Community colleges and universities are partnering to identify students who transferred with significant numbers of credits but not degrees, and are retroactively awarding Associate Degrees if the student’s university transcript completes Associate degree requirements (Institute for Higher Education Policy, 2010; Completion by Design, 2011).

Increasing the Impact of Successful Strategies

Two newly published documents have addressed the issue of how institutions can increase the impact of strategies proven to be successful: *More to Most: Scaling up Effective Community College Practices* (Parcell, Abby, 2012) and *Scaling Community College Interventions* (Achieving the Dream & Public Agenda, 2011). The process of increasing the impact of a strategy proven successful with a limited group is called “scaling up.” According to these articles, scaling up can involve increasing the number of students served by an intervention (breadth) or the intensity of the intervention (depth). Before scaling any strategy, an institution must identify what the program looks like now – how many are served, in what locations, how it works, essential characteristics, and professional training needed for those delivering the strategy. Once the present program is well-understood, the authors recommend following five steps for scaling up:

1. Design pilots with scale in mind – know the potential numbers of students who could be served by an intervention and pilot something that can be increased if proven effective.
2. Establish systems of gauging readiness of the institution to increase services – consider needed personnel, space, communication, etc.
3. Engage stakeholders effectively – provide needed training and support
4. Align resources – support the intervention as it has been proven to be effective
5. Build broad-based institutional research and data capacity – you will need to be tracking outcomes from the beginning, numbers, statistics, perceptions, etc.

Four aspects of strategies can be scaled up:

- People – the number of individuals served can be increased or the number of services to the group can be increased.
- Places – the strategy can be replicated at another location or a strategy proven at another institution can be brought to your institution
- Things – Successful practices can be applied in new subject areas or more practices can be added within one subject area.
- Ideas – increasing the training for those providing services and soliciting their feedback to further improve programs and services.

What Students Say They Need (from an RP Group mixed methods study that collected data from 13 California Community Colleges). It identifies and explores the following five themes:

1. Fostering students motivation
2. Teaching students how to succeed in the postsecondary environment
3. Structure support to ensure that students
 - Have a goal and know how to achieve it
 - Stay on track
 - Feel somebody wants and helps them to succeed
 - Activity participate in class and extra-curricular activities
 - Feel they are part of the college community
 - Abilities, skills, talents, abilities and experiences and contributions to the campus are recognized and appreciated
4. Provide comprehensive support to historically underserved students
5. Although everyone has a role to play in supporting student achievement, faculty must take the lead

Instructional Practices for Basic Skills Instruction from the Basic Skills Initiative

Effective instructional practices are the key to achieving desired student outcomes for developmental programs. Research has linked the following instructional practices with success for developmental learners:

- D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.
- D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.
- D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.
- D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

- D.5 A high degree of structure is provided in developmental education courses.
 - D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
 - D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.
 - D.8 Developmental education faculty routinely share instructional strategies.
 - D.9 Faculty and advisors closely monitor student performance.
 - D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors
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OTHER RESOURCES (from the student success task force web site)

Student Success:

1. ["The Heart of Student Success: Teaching, Learning, and College Completion"](#)
Kay McClenney, Director, Center for Community College Student Engagement
<http://www.ccsse.org/>
2. ["Completion by Design Concept Paper -- September 2010"](#)
An initiative of the postsecondary success team
Hilary Pennington, Director of Education, Postsecondary Success, and Special Initiatives
Mark David Milliron, Deputy Director for Postsecondary Improvement
Bill & Melinda Gates Foundation

College Readiness:

1. ["Redefining College Readiness -- Volume 3, 2009"](#)
David T. Conley, by the Educational Policy Improvement Center
Prepared for the Bill & Melinda Gates Foundation, March 2007
2. ["Implementing the Common Core State Standards: An Action Agenda for Higher Education"](#)
Jacqueline E. King, American Council on Education, January 2011

Closing the Achievement Gap:

1. ["The Equity Scorecard: A Collaborative Approach to Assess and Respond to Racial/Ethnic Disparities in Student Outcomes"](#)
Frank Harris III, Estela Mara Bensimon
NEW DIRECTIONS FOR STUDENT SERVICES, no. 120, Winter 2007 © Wiley Periodicals, Inc.
Published online in Wiley InterScience (www.interscience.wiley.com)
2. ["Divided We Fail: Improving Completion and Closing Racial Gaps in California Community Colleges"](#)
Colleen Moore and Nancy Schulock
Excelencia! in Education (www.edexcelencia.org), Oct, 2010

Basic Skills and Student Learning:

This literature review of effective basic skills practices will provide background for discussions at the Task Force's March meeting. Here's a list of effective practices as summarized in the brochure version:
http://www.cccbsi.org/Websites/basicskills/Images/BasicSkills_booklet-2.pdf

More information on specific practices can be found in the body of the full version:
http://www.cccbsi.org/Websites/basicskills/Images/Lit_Review_Student_Success.pdf

[Taking Student Success Seriously in the College Classroom](#)

Question for consideration: What legislation and policy needs to be considered to sustain and scale such classroom practices on a statewide level?

[CCRC Brief: Student Progression Through Developmental Sequences in Community Colleges](#)

Question for consideration: What factors does Bailey cite for the failure of so many students to move through basic skills sequences?

[CCRC Working Paper: Accelerating the Academic Achievement of Students Referred to Developmental Education](#)

Question for consideration: What definition(s) of “acceleration” is used in this brief? What are other uses of the term “acceleration” when applied to basic skills instruction?

[Learning Better Together: The Impact of Learning Communities on the Persistence of Low-Income Students](#) by:

Cathy McHugh Engstrom and Vincent Tinto

Student Support (Re)defined

Equitable
Integrated
Cost Effective

What is Student Support (Re)defined?

Student Support (Re)defined aims to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for *all* students.

What are the six factors for success?

Through a review of leading studies on effective support practices and interviews with both practitioners and researchers, the RP Group identified “six success factors” that contribute to students’ success. These factors subsequently drove our inquiry into what *students* find critical to their achievement. We list them below in the order of importance according to students participating in our study.

DIRECTED: Students have a goal and know how to achieve it

FOCUSED: Students stay on track—keeping their eyes on the prize

NURTURED: Students feel somebody wants and helps them to succeed

ENGAGED: Students actively participate in class and extracurricular activities

CONNECTED: Students feel like they are part of the college community

VALUED: Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

For a full report of student perspectives on these six success factors, please visit: www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf

What have we discovered?

In phone surveys and focus groups, the RP Group asked nearly 900 students from 13 California community colleges what supports their educational success, paying special attention to the factors African Americans and Latinos cite as important to their achievement.

Five distinct themes emerged:

1. Colleges need to foster students’ motivation.

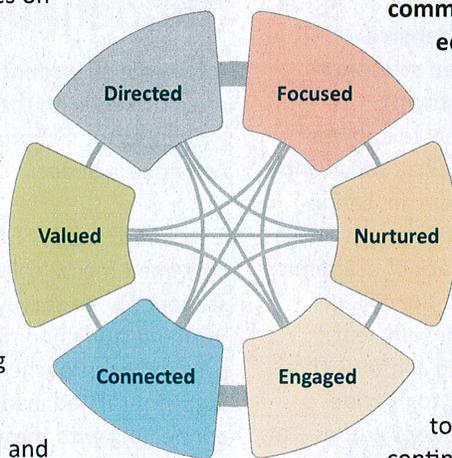
While this research recognizes students as key agents in their own educational success, it also highlights that even those who arrive to college motivated need their drive continuously stoked and augmented.

Findings suggest that undecided and first-generation students in particular may need additional support to find, hone and maintain their motivation.

2. Colleges must teach students how to succeed in the postsecondary environment. These findings also imply that colleges must show students how to translate their motivation into success. Students need assistance building the specific skills and knowledge necessary to navigate and thrive in their community college, particularly those who are new to higher education or who arrive without a particular goal in mind.

3. Colleges need to structure support to ensure all six success factors are addressed. Participants (a) confirmed the six success factors were important to their progress and achievement and (b) indicated that the factors interact with each other in various ways. Students noted how

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I feel that whenever someone wants me to succeed and is supportive of me, then I am motivated to work harder and be successful. The motivation they provide for me is vital to me pushing myself and being focused, engaged and directed towards success.

— Focus Group Participant

A teacher's engaging when they're not just writing on a board or showing you a PowerPoint, but really talking to the class, when they make the eye contact and ask questions. Don't just give us the answer. Talk to the class. Engage people. Make them answer questions. Pick on somebody a little bit. Make a joke here and there. And, connect us to outside resources and extra tutoring.

— Focus Group Participant

experiencing one factor often led to realizing another, or how two factors were inextricably linked to one another. Since students do not experience these factors in isolation, colleges need to consider ways to help students attain multiple factors at once.

4. Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.

Comprehensive support is more likely to address the multiple needs—academic, financial, social and personal—identified by African-American, Latino and first-generation participants in this study. These students were more likely to cite a lack of academic support, the absence of someone at the college who cared about their success and insufficient financial assistance as reasons not to continue their education. Colleges must find a way to provide comprehensive support to these student groups—at scale. If they do not, the equity gap will likely grow.

5. Everyone has a role to play in supporting student achievement, but faculty must take the lead.

Participants noted how everyone on a campus can affect their achievement. Their responses underscored the importance of colleges promoting a culture where all individuals across the institution understand their role in advancing students' success, no matter their position at the college. Yet, students most commonly recognized instructional faculty as having the greatest potential impact on their educational journeys and suggested multiple ways teachers can support their progress both inside and outside class.

For a detailed discussion of these themes, please visit: www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf

What will Student Support (Re)defined do next?

A key goal of Student Support (Re)defined is engaging practitioners with the study's findings and providing structures for exploring and acting on these results. Activities include:

COLLEGE CONVENINGS: In spring 2013, we convened the 12 colleges that participated in the student phone survey to help practitioner leaders examine study findings, explore how their college presently approaches student support and identify ideas for related institutional change. We will continue connecting with these colleges in the coming year to determine how they are using the research.

PRESENTATIONS: We are also continuously sharing findings through multiple venues throughout the state, from individual college meetings to association conferences and system-level discussions. In 2012-2013, the RP Group conducted 22 presentations reaching hundreds of faculty, support professionals, administrators and policy makers.

RESOURCES: We are currently developing an action guide to assist colleges in (a) using study findings to reflect on their own student support policies and practices, (b) considering how to address changes mandated through the Student Success Act and (c) developing campus plans for strengthening support. In 2013-14, we will also profile a series of colleges and practitioners that have pursued change initiatives to improve student support.

For more information . . .

Find more information and all project resources at: www.rpgroup.org/projects/student-support or contact Dr. Darla Cooper, Director of Research and Evaluation, dcooper@rpgroup.org.

Student Support (Re)defined

Equitable
Integrated
Cost Effective

10 Ways Faculty Can Support Students' Success:

Helping Students Achieve the "Six Success Factors"

Six Success Factors Defined

Through a review of leading studies on effective support practices and interviews with both practitioners and researchers, the RP Group identified "six success factors" that contribute to students' achievement. We list them below in order of importance according to the students participating in the Student Support (Re)defined study.

DIRECTED: Students have a goal and know how to achieve it

FOCUSED: Students stay on track—keeping their eyes on the prize

NURTURED: Students feel somebody wants and helps them to succeed

ENGAGED: Students actively participate in class and extracurricular activities

CONNECTED: Students feel like they are part of the college community

VALUED: Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

What can faculty do to help students experience the "six success factors"—focused, directed, nurtured, engaged, connected and valued—during their community college enrollment? (See sidebar, Six Success Factors Defined) Find below 10 suggestions the RP Group gleaned from nearly 900 California community college learners participating in our Student Support (Re)defined study.

1 Ask students about their educational and career goals (directed)

By asking students why they are in college and what their major is, you let them know you expect them to have a reason for enrolling in postsecondary education.

2 Integrate career and educational goal exploration into course assignments (directed, focused, engaged)

Students indicated that their teachers could play a unique role in helping them explore careers given the professional experience and content-specific expertise many instructors bring to their courses. Rooting this exploration in the classroom can help students draw connections between their educational and career goals and coursework, and in turn, find greater relevance in course content.

3 Provide regular and meaningful feedback to students about their performance and progress (focused, engaged)

Students want to know where they stand in their individual classes and whether they are on the right track in meeting their goals. This type of feedback can foster motivation as well as allow students to "course correct" by connecting with additional resources if needed to improve their performance.

We would work with each other so we would get to know other people in our class, and then we'd get to work on the same problems together. That would make us more engaged and we can learn from each other [as well as] the professor.

— Focus Group Participant

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4 Regularly ask students if they understand the course material and direct them to available assistance when needed (nurtured, engaged)

Students want faculty to care if they are learning. While it is not possible to provide private instruction to every student in need, help by identifying and referring struggling students to campus resources like tutoring centers for assistance.

5 Learn your students' names and ask them how they are doing (nurtured, connected)

Knowing every student's name can be a challenge, especially in large classes, yet there are techniques such as name tags or plates that can prove useful. Recognizing someone by name is a small gesture that can go a long way in making a student feel like an important and valuable participant in your course. For students who approach you, learn their name, ask them how they are doing, and wait for the answer.

6 Create opportunities for students to provide feedback on their experience in your course throughout the term (engaged, valued)

Students said that being asked for their feedback in both formal and informal ways made them want to engage more in their classes because they felt like their input and experience mattered. In addition, being asked for their opinion helped students feel they had something worth offering that could help improve the course, which made them feel valued.

7 Show students that you are proud to work at your institution and that they should be proud to be enrolled at your community college (connected)

Some students don't see their community college as a place of pride. When asked why, participants referenced an absence of strong organizational identity among faculty and staff at their institutions. Other students indicated that there was no value in establishing ties with what they perceived to be "just a two-year

I like having conversations with my teachers. . . . [I'd like] if I'm having a hard day or something where I could open up [to] them and share my feelings . . . and it not just be about, "Oh sorry, I didn't complete the homework." . . . That's definitely something I think is very beneficial to have, [to] talk with them and know that they genuinely care about you.

— Focus Group Participant

college," reporting plans to make these connections upon transferring to a university. Illustrating with students your own sense of connection to your institution and sharing why you choose to work in a community college environment can invoke a greater sense of place and pride in students.

8 Provide opportunities for and encourage students to connect with and support each other (connected, nurtured, engaged)

Students are a critical and often untapped resource of support for one another. Help students connect with each other by creating study groups, assigning project work, instituting a buddy system and facilitating peer mentoring opportunities.

9 Incorporate opportunities for students to share their personal and family history and culture in class assignments (valued, engaged)

Many students in the study, especially African-American, Latino and first-generation participants, indicated that they appreciated being provided with opportunities to share their backgrounds and experiences in ways that showed their perspectives and contributions were valued.

10 Connect or provide students with opportunities to help their peers (valued, engaged)

Students felt most valued when they were helping other students. Create opportunities inside the classroom through group and other assignments where students assist each other. Guide students in identifying opportunities outside the classroom where they can volunteer or work in the local community or on campus.

For more information . . .

Find more information and all project resources at: www.rpgroup.org/projects/student-support or contact Dr. Darla Cooper, Director of Research and Evaluation, dcooper@rpgroup.org.

Appendix 1 - Sample Initiatives

(Generated during the fall 2008 Planning Summit)

This section presents examples of initiatives that **could** be done in support of the Strategic Plan. These ideas, which reflect the dialogue at the Planning Summit, are included to provide additional context and to help individuals, programs and committees as they design, implement and assess specific initiatives they will undertake in support of the strategic plan. Strategies presented are the condensed versions presented above.

Student Success

Strategy 1 – Excellent instructional and support programs

Sample Initiatives:

1. Implement the Basic Skills Initiative.
2. Strengthen and increase access to freshmen seminar.
3. Increase access to supportive learning communities such as MESA, Diop, and Puente.
4. Expand and enhance the implementation of the student learning outcomes assessment cycle.
5. Provide increased support to CASSL and the Scholarship of Teaching and Learning.
6. Conduct a CASSL Institute on 21st century skills.

Strategy 2 – Improve, expand and enhance student services

Sample Initiatives:

1. Identify the strategic needs that should be met, and services that should be included, in an expanded student center.
2. Increase the services available to support student success, such as childcare, advising, mental health services, crisis counseling, wellness, and Veterans services.
3. Provide professional development about recognizing and responding to student needs, including issues related to wellness and mental health.
4. Assess, enhance and expand services that help students transition, including the transfer center, the career center, work experience, and articulation.
5. Enhance the College's awareness of, and articulation with, community resources such as chemical/substance abuse programs.
6. Enhance the no drop zone/center.

Strategy 3 - Support learning outside the classroom

Sample Initiatives:

1. Identify and disseminate relevant research about student needs and the potential benefits of engagement outside the classroom.
2. Create a room dedicated to club meetings.
3. Enhance access to study rooms.
4. Investigate the feasibility of imbedding one or more FLEX days in the academic calendar.
5. Provide enhanced support for cultural events, guest speakers outside the classroom, and ASG.
6. Create a College hour.

Teaching and Learning Effectiveness

Strategy 1 – Support for teaching and learning

Sample Initiatives:

1. Consider implementing more advisory pre-requisites.
2. Create discipline-based orientations.
3. Enhance the pool of qualified tutors (retired community members, transfer students, etc.).
4. Provide release time for curriculum and program development.
5. Increase access to multi-media in classrooms.
6. Increase support for ELL students (translation services, materials).

Strategy 2 – Assessment and improvement of teaching and learning

Sample Initiatives:

1. Expand the capacity of the research office.
2. Expand the utilization of technology mediated instruction.
3. Increase the understanding and use of formal and informal assessments in the teaching and learning process.
4. Increase the flexibility in our offerings and class schedule.
5. Increase the utilization of diverse teaching methodologies, such as inquiry and project-based learning.
6. Increase our ability to host guest speakers in classes.

Strategy 3 – Enhanced collaboration

Sample Initiatives:

1. Increase College participation in statewide leadership projects and community activities.
2. Provide enhanced support for conference presentations by CRC faculty, staff and students.
3. Provide enhanced support for faculty driven projects related to teaching and learning.
4. Implement more social events that build relationships between members of the different constituency groups.

Access and Growth

Strategy 1 – Access to quality programs

Sample Initiatives:

1. Diversify and increase the course and program offerings at the College.
2. Improve access to computer labs.
3. Create more cohort opportunities for students.
4. Improve accessibility of buildings and labs for disabled students.
5. Implement teaching methods that build connections in the classroom.

Strategy 2 – Integrated and coordinated communication and outreach

Sample Initiatives:

1. Develop new marketing materials and strategies (TV ads, web based, pre nursing flyer, GE flyer, program/student spots on ITFS).
2. Increase the number of events that bring people to the campus (preview days, etc.).
3. Enhance the web site.

Strategy 3 – Physical and technological resources

Sample Initiatives:

1. Increase access to multimedia in classrooms.
2. Create a facility that can support large lectures/community events.
3. Provide increased support for distance education students and instructors.
4. Provide increased access to computer labs.
5. Provide wireless access everywhere on campus.
6. Enhance our ability to ensure the safety of our students and employees.

Community and Economic Development

Strategy 1 – Understanding community needs

Sample Initiatives:

1. Increase the participation of the community in advisory committees.
2. Increase participation of employees in relevant community organizations.
3. Conduct an environmental scan of South Sacramento and Elk Grove.
4. Expand employee participation in statewide and regional policy-making organizations.

Strategy 2 – Responsiveness to community needs

Sample Initiatives:

1. Improve our ability to quickly modify and develop curriculum.
2. Increase the number of offerings held off-campus.
3. Increase the number of short term classes.
4. Develop a Saturday College.
5. Host more conferences that are mutually beneficial to students and the community.

Strategy 3 – Resource development

Sample Initiatives:

1. Increase the annual fund participants.
2. Increase grant development.
3. Increase CRC's participation in and contributions to community organizations.
4. Increase opportunities to bring the community to the campus.

Organizational Effectiveness

Strategy 1 – Values reflected in processes and practices

Sample Initiatives:

1. Make decision-making processes more transparent.
2. Ensure future facilities incorporate solar and other green technologies.
3. Enhance support for scholarly endeavors such as the philosophy conference.
4. Improve and expand the honors and awards recognition program.
5. Conduct professional development to improve communication.

Strategy 2 – Strengthen organizational processes and communication

Sample Initiatives:

1. Conduct professional development about effectively manage change.
2. Integrate the strategic planning, program review, unit planning, administrative goals and objectives, shared governance planning processes, and other institutional planning processes.
3. Assess and enhance the effectiveness of existing communication structures and processes.
4. Schedule regular meetings that facilitate dialogue about issues that are important to the institution (similar to the planning summit).

Strategy 3 – Enhance efficiency and employee satisfaction

Sample Initiatives:

1. Strengthen employee orientation processes and materials
2. Clarify the role of administrators and department chairs
3. Assess current workload and workload distribution
4. Ensure College-wide participation in governance

Appendix II - Sample Initiatives (Generated during the spring 2011 Planning Summit)

This section presents examples of initiatives that **could** be done in support of the Strategic Plan. These ideas, which reflect the dialogue at the Planning Summit, are included to provide additional context and to help individuals, programs and committees as they design, implement and assess specific initiatives they will undertake in support of the strategic plan. Strategies presented are the amended condensed versions presented above.

Student Success

Strategy 1 – Excellent instructional and support programs to ensure timely goal completion

Sample Initiatives:

1. We need to better inform students of the time commitments, level of reading, writing, or math skills, and other requirement in order to succeed in a particular course. People's ideas to do this were:
 - a. Post syllabus on the web so students can see the requirements of a specific course
 - b. Post examples of A,B,C level work for students to see what the standards of the faculty are.
 - c. Post example of readings for the class so students understand what reading level will be required of them.
2. Assess incoming preparedness for individual classes
3. Pilot short-time certificate/degree program
4. E-portfolios to help students w/ job search
5. On campus study center for DE Students
6. Provide the photos taken for the student ID to instructors w/ the course roster and inside Desire 2 Learn
7. Use Friday's better - do a Friday Compressed Academy for example or go back to MWF classes.
8. Start Cohort model and pilot it to address differential course success rates.
9. Student Survey needed to compare their issues vs. our own.
10. Students need to know pre-requisites skills for success in a class (for example reading skills needed in Nutrition). Develop department website for students to assess their preparedness for a course.
11. Need to pilot accelerated learning & expand learning communities
12. Create Cohort/learning community for all students even if each is less comprehensive that what exists.

Strategy 2 – Improve, expand and enhance student services to respond to needs of students

Sample Initiatives:

1. Enhanced orientation for students.
2. "CONVOCATION" for students – Develop a ritual at the beginning of each semester that includes students.
3. Put "stop signs" in place so students have to slow down, before enrolling in courses they don't have the skills to complete successfully – e.g. limit enrollment in courses unless students complete mandatory orientation & assessment & counseling
4. We need to record and acknowledge all the student success stories and outcomes that don't hit the criteria of graduation (Degree or Cert.) / transfer/ - Balance out the Stats'
5. Reduce enrollment priority for students who are degree eligible
6. Better matriculation- "forcing" students to go through a prescribed progress/ orientation so they can make informed decisions (e.g. declare "transf." or "AA" or other goals) – especially since we (CRC) are being measured against these (as a measure of success).

Strategy 3 - Support learning outside the classroom

Sample Initiatives:

1. We need the hour between classes to enrich our campus life experience!
2. One Book CRC addresses several strategies. Please consider this as an initiative that focuses on multiplicity.
3. Develop rituals and set context: Start each semester w/ all in classes teaching faculty in full regalia on campus and in class.
4. Use a salesforce.com model for all students can access, so that we can all help/collaborate/etc. This creates an online repository/portfolio about students that might help student success. This can create a sort of virtual cohort.

5. Add college hour one or two hours per week – this will enhance student and staff access to events. More interaction between employees will improve the sense of community and support of each other in serving our students.
6. Invite community to on-campus activities like Women’s History, Black History, Earth Day, etc. Advertise these events more effectively.
7. Emergency Preparedness Training is a good way to bring different groups together
8. Resource Availability (people, place & things, time)
9. All Campus Flex (Faculty, Admin, Staff)
 - a. Close the Campus
 - b. Interesting Speaker / Activity

Teaching and Learning Effectiveness

Strategy 1 – Support for teaching and learning

Sample Initiatives:

1. Vocational areas- Make FT Faculty focused on coordination/how to teach and have PT as demands for specific areas change
2. Change focus of Flex to be Instructional Improvement tied to a specific timeframe. e.g. in fall planning for the Spring Semester, in spring plan for summer and fall - or have a meeting at the beginning and end of academic year, not beginning of semester.
3. More programs to teach teachers excellent teaching practices
4. Focus more on what’s working well and see how to replicate this rather than focusing on negatives.
5. More evaluation of faculty by students and identify models to help train/dev. Faculty.
6. All staff needs training on teaching basic skills.

Strategy 2 – Support the assessment and improvement of teaching and learning

No new sample initiatives were generated in this area during the 2011 planning summit.

Strategy 3 – Enhance collaboration

1. Add College Hour one or two hours per week - While we are in a time with fewer course sections. Give faculty & Staff a Place & Time to meet, promote effective teaching & learning, collegiality, shared governance, etc. This will help to create a teaching community as well as it will provide time for departments to get together. More interaction between employees will improve the sense of community and support of each other in serving our students. This will also enhance staff access to professional development
2. We need to identify something that would excite and bring people together. What interests us?
3. Faculty cohorts for 2 academic years

Access and Growth

Strategy 1 – Ensure access to quality programs

Sample Initiatives:

1. Address success rates for various groups
 - a. Broadly implement student orientation
 - i. Make it useful, captivating mandatory, taught for many folks (counselors/faculty/staff)
2. Encourage cost-free text books
3. Better matriculation- “forcing” students to go through a prescribed progress/ orientation so they can make informed decisions (e.g. declare “transf.” or “AA” or other goals) – especially since we (CRC) are being measured against these (as a measure of success).
4. Make the campus more accessible to students at night, and find other ways to meet needs of all students (rather than our own convenience).
5. Improve signage and /or provide outdoor maps to help students to navigate our campus.
6. Stop chasing growth for growth sake need a more rational reason to expand & grow.

7. Use convocation for organized student orientation

Strategy 2 – Integrated and coordinated communication and outreach

No new sample initiatives were generated in this area during the 2011 planning summit.

Strategy 3 – Expand physical and technological resources

No new sample initiatives were generated in this area during the 2011 planning summit.

Community and Economic Development

No new sample initiatives in this goal area were generated at the 2011 planning summit in this area.

Organizational Effectiveness

Strategy 1 – Ensure values reflected in processes and practices

No new sample initiatives were generated in this area during the 2011 planning summit.

Strategy 2 – Improve organizational processes and communication

Sample Initiatives:

1. Lack of dialogue during various processes (e.g. Budget/resource allocations)
 - a. Encourage/require(?) more dialogue collaboration and take into consideration overall college strategies / initiatives in the budget and other decision-making processes
2. Close The loop in Budget
 - a. Committee looks at unit plans & links to Strategic Plan Strategies
 - b. The Committee should then build its list AND note why/how The Strategies INFORMED the decision Ranking – Close the Loop
3. Cross-training (Start with managers) to prepare for leadership transition and to plan for passing the torch
4. Communicate the college's actions using the rationale used in deciding implementation
5. Recognize the need to shift from an "in-principle" and "wish list" approach to planning to an approach that recognizes the values of cross pollination and favorable cost benefit ratios. – Shift from "resource abundant" to "resource scarce" planning model.

Strategy 3 – Enhance organizational efficiency and employee satisfaction and participation

Sample Initiatives:

1. In current economic times and as we reduce and constrict programs, is there any opportunity or merit to adopting a 4 - 10's work week and save on facilities costs with a Fri / Sat / Sun Shutdown? Can our Offerings "FIT" into 4 – Full Days?
2. Committee processes need to have a shorter turnaround time. It's tough for an organization to be responsive if it takes 2 yrs to change anything. (especially curriculum & budget)
3. Need to address Mental Health Issues of staff/faculty and students