

Cerro Coso Community College
Student Success Plan
2011-12

Table of Contents

Introduction.....	1
Guidance toward the Student Success Plan.....	1
Mission.....	1
I. Institutional Strategies and Assessment.....	2
II. Academic Affairs Strategies and Assessment.....	4
III. Student Services Strategies and Assessment	11
IV. Learning Services Strategies and Assessment	25

Introduction

With the clear mandate to move from a focus on community college access to a focus on both access and student completion, the Kern Community College District has responded with the development of a Student Success Plan for each of the three colleges in the District. The Cerro Coso Community College Success Plan reflects current practices aimed at supporting Student Success, an evaluation of effectiveness of these practices, and additional practices and intervention strategies that have been proven to be “promising practices” in moving students through to successful program completion. The plan consists of four categories which outline programs and services already in place at Cerro Coso and those proposed to improve performance on effectiveness measures as defined by **Accountability Reporting for the Community Colleges (ARCC)**. The Success Plan seeks to improve student retention and persistence and enable all students to succeed in career technical, degree, and transfer programs.

Guidance toward the Student Success Plan

In addition to the Kern Community College Trustee and CCCC President goals, and the goals articulated in the KCCD and CCCC Strategic Plans, numerous resources were used to review current campus efforts and develop the Student Success Plan. Nationally and statewide, many initiatives, literature reviews, and research studies have been or are being conducted on those factors most likely to have an impact on student retention, success, and completion. In developing the Cerro Coso Student Success Plan, much of this information has been used to guide this plan.

Mission

Our mission is to educate, innovate, inspire, and serve. We demonstrate our commitment to student learning and accomplish our mission as we:

Educate students who seek transfer for baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning;

Innovate through our instructional processes, delivery systems, and business operations;

Inspire our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner; and

Serve our clients and our communities with relevance, timeliness, and excellence.

I. Institutional Strategies and Assessment

Goal 1: Enhance student success through the implementation of an Institutional Effectiveness Committee (IEC) charged with providing oversight to the planning and assessment processes for sustainable continuous quality improvement.

Strategies:

- Support the Academic Program Review (APR) process as the mechanism by which academic programs regularly **assess their effectiveness through providing oversight and accountability** to the process for timely completion.

Responsible for Completion:

VPAA, VPSS, and IEC

Timeline: Fall 2011

Effectiveness Measure:

APRs will be reviewed for completeness and strategies to increase student success and completion in the respective areas.

- Establish systematic and thorough use of multiple qualitative and/or quantitative measures, which maximize the use of existing data and information

Responsible for Completion:

President, VPAA, VPSS, IEC

Timeline: Fall 2011

Effectiveness Measure:

Better integration of data into planning and improvement processes measured by compliance with Accreditation standards, improvement in retention, persistence and success rates.

- Identify evaluative approaches that yield useful results in institutional planning and resource allocation.

Responsible for Completion:

President, VPAA, VPSS, IEC

Timeline: Spring 2012

Effectiveness Measure:

Outcomes of this assessment will be clearly reflected in our Institutional Planning documents

Table I. Institutional Effectiveness

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data	Guiding Standards/Supporting Research/Literature
<p>Goal 1</p> <p>Enhance student Success through the implementation of an Institutional Effectiveness Committee charged with providing oversight to the implementation and review of the processes for sustainable continuous quality improvement.</p>	<p>1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.</p> <p>A. Strengthen Instructional Programs and services.</p> <p>B. Improve career and technical education and workforce development in our diverse service area.</p> <p>C. Evaluate strategies to maintain or improve the scope and quality of Student Services college-wide</p> <p>4. Build upon our culture of Accountability responsibility and civility amongst all stakeholders.</p> <p>B. Increase the college’s reliance on data-driven decision making</p> <p>C. Encourage more collegial discourse on important issues</p>	<p>1.1 Student Progress and Achievement Rate</p> <p>1.1a Percent of Students Who Earned at Least 30 Units</p> <p>1.2 Persistence Rate</p> <p>1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful</p> <p>1.4 Course Completion Rate for Credit Basic Skills Courses</p> <p>1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate</p>	<p>1. Accreditation- Standard I, II, and IV.A</p> <p>2. Achieving the Dream- Promising Practices 2010</p> <p>Broad Engagement: Faculty, student services staff, and administration share responsibility for student success...</p> <p>3. CCRC- Redesigning Community Colleges for Completion: Lessons from Research on High-Performance Organizations: Steps for Redesigning Community colleges for Completion: Continuous Improvement Process...</p> <p>Evaluate the effects of alignment efforts and make further improvements...it should become a chief responsibility and priority of the Academic and Student Services divisions and at least one college-wide standing committee to ensure that this improvement process is continuous</p>

II. Academic Affairs Strategies and Assessment

Goal 1: Engage in broad based dialogue regarding Student Success and Best Practices in Instruction

Responsible for Completion:

VP Academic Affairs

Timeline: Ongoing

Effectiveness Measure

Improved student success, retention and persistence, leading to improvement in transfer to 4 year institutions, completion of terminal CTE certificates and degrees, and placement of students with employers.

Strategies

- Hold two instructional staff and faculty professional development days focused on strategies for increasing student success.
- Hold at least one professional development day specifically directed at adjunct faculty members to explain and promote strategies of student success.
- Continue to hold semi-annual Career Technical Education collaboration and professional development retreats.
- Create a new participatory governance committee focused on Student Success, whose charge would be to oversee and provide guidance to student success efforts through the whole process from initial contact through remediation to degree-transfer completion.

Goal 2: Create better structured programs of study designed for completion and more effectively publicize program information for students

Responsible for Completion:

VP Academic Affairs

Timeline: Fall 2011-Spring 2012

Effectiveness Measure

Increased student persistence through and completion of programs; increased percentage of students successfully completing 12 units within one year.

Strategies

- Audit all programs college-wide with the purpose of revising programs that are challenging for students to achieve and eliminating obsolete programs that no longer fit transfer or workforce needs.

- Develop a new program review template for instructional programs that centralizes student performance and SLO achievement and provides for standardized data sets for decision-making and resource allocation.
- Create pathways of completion for each program and each site it is offered.
- Revise program information on the College website and in promotional materials to better publicize and more effectively facilitate student entry into and exit out of programs.
- Integrate program outcomes, completion rates, costs, and gainful employment data with other program information on the college website and in promotional materials so students have all the information they need.

Goal 3: Improve the education of basic skills students

Responsible for Completion:

VP Academic Affairs

Timeline: Fall 2011-Spring 2012 and then Ongoing

Effectiveness Measure

Increased student retention and success in basic skills courses; better student improvement at the next level of sequenced courses in writing, reading, and math.

Strategies

- Implement a Student Success (Basic Skills) lab at IWV, KRV, Mammoth, and Bishop to provide supplemental instruction in reading, writing, and math.
- Add a focus on learning/study skills and self-efficacy skills to the course outlines of record in all basic skills courses.
- Provide mandatory, focused professional development for all instructors (full- and part-time) who teach basic skills courses.

Goal 4: Broadly implement strategies to actively engage students in learning to improve success and retention rates for all students.

Responsible for Completion:

VP Academic Affairs

Timeline: Ongoing

Effectiveness Measure

Increased student retention and success within courses and more students persisting within programs; increased percentage of students who successfully complete, within one year, courses one level below transfer and then at transfer level, in the areas of math and English.

Strategies

- Use SLO achievement data to review courses and concepts within courses that are challenging for students to accomplish.
- Make more effective use of learning support services such as tutoring and other supplemental instruction in degree and transfer courses.
- Re-institute proctoring in at least one department as a method for more effectively authenticating student identity in distance education courses.
- Integrate the CTE Student Success Moodle for tutoring, mentoring, and making course materials available for CTE programs.
- Establish a pilot cohort model for CTE programs with defined entrance requirements and an application process; this cohort will follow a specific program sequence of courses that will be established via the approved career pathway; a cohort tutor will be assigned to work with the group during specified times.
- Let departments and individual department initiatives be laboratories for effective student success strategies; use faculty chair meetings as a conduit for reporting-out of successful strategies; compile a 'report card' of successful strategies at the end of the year.

Goal 5: Implement a more effective enrollment management process that uses student demand and program design to determine scheduling needs.

Responsible for Completion:

VP Academic Affairs

Timeline: Fall 2011-Spring 2012

Effectiveness Measure

Fewer added/cancelled sections; fewer DR grades; better student retention and success.

Strategies

- Build a schedule for student success that reflects student demand and program design; adhere to that schedule.
- Establish and adhere to first-day login and enrollment procedures that reflect best practices in getting the right students into the right classes at the right time.

Table II. Academic Affairs

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data	Guiding Standards/Supporting Research/Literature
<p>Goal 1: Engage in a broad based dialogue regarding Student Success and Best Practices in Instruction</p>	<p>1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services. A. Strengthen Instructional programs and services. B. Improve career and technical education and workforce development in our diverse service area.</p> <p>4. Build upon our culture of Accountability responsibility and civility amongst all stakeholders. C. Develop a sense of community within the college.</p>	<p>1.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful 1.4 Course Completion Rate for Credit Basic Skills Courses 1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate</p>	<p>1. Accreditation- Standard IIB 2. Achieving the Dream-Promising Practices 2010 Broad Engagement: Faculty, student services staff, and administration share responsibility for student success...</p>
<p>Goal 2: Reduction of Learning and/or achievement gaps in courses and programs.</p>	<p>1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services. A. Strengthen Instructional Programs and services. B. Improve career and technical education and workforce development in our diverse service area.</p>	<p>1.1 Student Progress and Achievement Rate 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful</p>	<p>1. Accreditation- Standard IIB 2. Achieving the Dream-Promising Practices 2010 3. VTEA Requirement 1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</p>

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data	Guiding Standards/Supporting Research/Literature
	<p>4. Build upon our culture of accountability, responsibility, and civility amongst all stakeholders. B. Increase the college's reliance on data-driven decision making. C. Develop a sense of community within the college.</p>		
<p>Goal 3: Broadly implement strategies to actively engage students in learning to improve success and retention rates for all students.</p>	<p>1. Improve our response to Community needs through Customized educational opportunities, area workforce development, and quality student services. A. Strengthen Instructional Programs and services. B. Improve career and technical education and workforce development in our diverse service area.</p>	<p>1.1. Student Progress and Achievement Rate 1.2. Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful</p>	<p>1 Accreditation- Standard IIB 2. Achieving the Dream- Promising Practices 2010 3. VTEA Requirement 1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs</p>
<p>Goal 4: Implement an enrollment management process that establishes a culture of evidence to evaluate the success of programs and teaching strategies</p>	<p>4. Build upon our culture of Accountability responsibility and civility amongst all stakeholders. B. Increase the college's reliance on data-driven decision making.</p>	<p>1.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful 1.4 Course Completion Rate for Credit Basic Skills Courses 1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate</p>	<p>1. Accreditation- Standard IIB 2. Achieving the Dream- Promising Practices 2010</p>

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data	Guiding Standards/Supporting Research/Literature
<p>Goal 5:</p> <p>Utilize intrusive measures to expose faculty to various forms of best teaching practices across disciplines and within departments.</p>	<p>6. Recruit, retain, and develop employees who uphold the Cerro Coso culture of excellence</p> <p>B. Develop a schedule of recognition events that include all campuses and recognize employees.</p> <p>C. Develop staff events that motivate and improve morale</p>		<p>1. Accreditation- Standard IIB</p> <p>2. Achieving the Dream- Promising Practices 2010</p> <p>3. VTEA Requirement</p> <p>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.</p>

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data	Guiding Standards/Supporting Research/Literature
<p>Goal 6:</p> <p>Recognize all staff and students that exemplify excellence in teaching strategies, learning processes that enhance student success.</p>	<p>6. Recruit, retain, and develop employees who uphold the Cerro Coso culture of excellence</p> <p>B. Develop a schedule of recognition events that include all campuses and recognize employees.</p> <p>C. Develop staff events that motivate and improve morale.</p>		<p>1. Accreditation- Standard</p> <p>2. Achieving the Dream- Promising Practices 2010</p>

III. Student Services Strategies and Assessment

Goal 1: Encourage broad based participation in dialogue about Student Success and Institutional Effectiveness.

Strategies

- Host a Student Success Summit to include all stakeholders to take a community approach to student retention, success, and completion.

Responsible for Completion:

VPSS, VPAA

Timeline: Fall 2011

Goal 2: Improve coordination of and communication between student services departments to create a more streamlined, seamless process for all students at all sites.

Strategies

- Continue to host bi-annually All Student Services staff and faculty professional development retreats.
- Continue to hold bi-annual Student Service Executive Council collaboration and profession development retreats.
- Design and implement Virtual One Stop Student Services center according to the guidelines for the website remodel.
- More fully implement cross-training of staff and faculty between departments.
- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.

For all Above Strategies:

Responsible for Completion:

VP Student Services, SSEC

Timeline: Fall 2011

Effectiveness Measure

Improved student retention and persistence, increased student satisfaction with services.

Goal 3: Fully implement data informed planning, assessment, and continuous quality improvement for all Student Services.

Strategies

- Convene student and community focus groups for input on Student Services accessibility, modes of delivery, student satisfaction, consistency and accuracy.

Responsible for Completion:

VP Student Services, SSEC, Institutional Researcher

Timeline: Spring 2011 and Fall 2011

- Provides an opportunity for direct student feedback.

Effectiveness Measure

Increased student satisfaction with services as assessed by bi-annual satisfaction survey

- Develop consistent data sets to be reviewed on an annual/bi-annual basis depending on the nature of the data.

Responsible for Completion:

VP Student Services, SSEC, Institutional Researcher

Timeline: Fall 2011

Effectiveness Measure

Improved student satisfaction, better integration of data into planning and improvement processes measured by compliance with Accreditation standards, improvement in retention, persistence and success rates.

- Fully implement accessible data tools to allow departments to have direct access to data needed for program improvement.

Responsible for Completion:

VP Student Services, SSEC, Institutional Researcher, Administrative Assistants

Timeline: Fall 2011

Effectiveness Measure

Improved student satisfaction, better integration of data into planning and improvement processes measured by compliance with Accreditation standards, improvement in retention, persistence and success rates.

- Regularly review and update Administrative and Student Learning Outcomes and Assessments to facilitate continuous quality improvement.

Responsible for Completion:

VP Student Services, SSEC

Timeline: Fall 2011

Effectiveness Measure

Improved student satisfaction, better integration of data into planning and improvement processes measured by compliance with Accreditation standards, improvement in retention, persistence and success rates.

Goal 4: Develop and implement strategies to improve success and retention rates for first year students.

Strategies

- Require Student Athletes to participate in an extended orientation developed according to the specific needs of Student Athletes.

Responsible for Completion:

Athletic Director, Counselor and Advisor responsible for Athletics and Coaches

Timeline: Fall 2011

Effectiveness Measure

Improvement in the retention and success rates of student athletes.

- Require Veteran Students to participate in an extended orientation developed according to the specific needs of Veteran Students.

Responsible for Completion:

Director of Admissions and Records and Veteran Affairs, Counseling Coordinator and Advisor most involved in Veteran advising, , Director of EOPS and DSPS.

Timeline: Fall 2011

Effectiveness Measure

Improvement in the retention, persistence and success rates of Veteran students.

- Increase and improve the use of the student success class to engage larger numbers of students in meaningful connection to counseling/advising services and student success strategies:
- Increase the number of COUN C101 classes offered by counselors.
- Revise the focus of the curriculum for a greater emphasis on educational planning, career counseling, and the informed decision making process.
- Provide training for all those who will be teaching COUN C101 classes to align syllabi, develop common assignments, share successful activities, and align the counseling focus of the course.

Responsible for Completion:

Counseling Department

Timeline: Fall 2011

Effectiveness Measure

Comparison of Retention, Success and Persistence rates for students in COUN C101 and PDEV C101 prior to Fall 2011 with Retention, Success and Persistence rates in COUN C101 after Fall 2011.

Retention, Success and Persistence rates of first time students who complete COUN C101 with a C or better compared to Retention, Success, and Persistence rates of students who do not complete COUN C101.

- Develop a degree applicable, but not transferable extended orientation course, likely COUN C070, to be required for students who test into the lower level basic skills courses (Such as, ENGL C020 and C030, READ C036, etc.)

Responsible for Completion:

VPSS, Counseling Department Chair, Counseling Faculty

Timeline: Spring 2012

Effectiveness Measure

Improved success and retention rates for first-time students testing into lower-level basic skills courses

- Collaborate on the development of a student support site with specific sections for Distance Education. The site should minimally include the following: a means to assess readiness for online courses in the area of academic skills and technical skills
- information on accessing/ordering texts and materials
- information on establishing and using the Cerro Coso email account
- clear and consistent instructions for accessing online and hybrid courses
- suggested tips and strategies for success in courses taken via ITV, hybrid, or online
- instructions on the process for enrolling in the college and registering for courses
- publications, including the college catalog, schedule of courses, and student handbook
- policies and procedures, including the Student Conduct and Student Complaint policies and procedures
- access to all available services, including orientation specific to Distance Education classes, assessment, counseling/advising, financial aid, tutoring, and library.

Responsible for Completion:

Counseling Department, Webmaster, the Student Services Executive Council, and Faculty

Timeline: Fall 2011

Effectiveness Measure

Improvement in the retention, persistence and success for first time students taking online courses

- Develop a required modular self-assessment orientation/tool for first time, online students to assess readiness for courses offered via Distance Education.

Responsible for Completion:

A subcommittee of Pedagogy and Technology Committee in collaboration, Counseling

Timeline: Spring 2012

Effectiveness Measure:

Improvement in the retention, persistence and success for first time students taking online courses

- Require a long-term education plan to be developed with a counselor within first semester of attendance.

Responsible for Completion:

Counselors and Advisors

Timeline: Fall 2011

Effectiveness Measure:

Over a two year period, the number of students completing a degree or certificate and/or transferring to a four-year school will increase.

Goal 5: Identify factors that negatively impact student retention and implement early intervention strategies to address these factors.

Strategies

- Review and evaluate the current pathway of services from first point of contact with the college, examine the interactions between students and programs/services at each point along the pathway. Assess whether policies and procedures at each point to determine whether policies and practices help or hinder progress to completion.

Responsible for Completion:

VPSS, SSEC, Representative Student Services Faculty and Staff, Students

Timeline: Completed Spring 2012

Effectiveness Measure

Improvement in retention and completion rates for all students.

- Continue to require ongoing Academic Monitoring and the use of the Early Alert system for early intervention with Student Athletes, Veteran Students, Basic Skills Students, EOPS/DSPS Students.

Responsible for Completion:

Counselors, Educational Advisors, Instructional Faculty, Tutoring Support

Timeline: Fall 2011

Effectiveness Measure

Improvement in the retention, persistence, and success rates for Student Athletes, Veteran Students, Basic Skills Students, EOPS/DSPS Students.

- Require regular updates to the long-term education plan developed in the first semester of attendance.

Responsible for Completion:

Counseling Coordinator, Counselors, Educational Advisors

Timeline: Spring 2012

Effectiveness Measure

Over a two year period, the number of students completing a degree and or transferring to a four-year school will increase.

- Continue to promote the use of the Early Alert process and to follow up with student referred through the Early Alert process to connect with student support services and/or refer them to the drop process if appropriate.

Responsible for Completion:

Counselors, Educational Advisors, Instructional Faculty, Tutoring-Support

Timeline: Fall 2011

Effectiveness Measure

Improvement in the retention and success rates.

- Identify all students without a declared educational-goal and require them to participate in a strategic exploration and decision making process, no later than the 2nd semester of enrollment.

Responsible for Completion:

VPAA, Counselors, Educational Advisors

Timeline: Developed and piloted Fall 2012
Fully implemented Spring 2012

Effectiveness Measure

Measured improvement in persistence and completion rates.

Goal 6: Insure that Student Services has sufficient resources to provide comprehensive access to students and evaluate current processes and identify and implement targeted strategies to support students at each stage of their experience with Cerro Coso.

Strategies

- Fully implement Student Services reorganization.

Responsible for Completion:

VPSS

Timeline: Fall 2011

Effectiveness Measure

Increased access to faculty counselors for career and educational planning, which will lead to a marked increase in student persistence and completion

- Hire new Financial Aid Technician to increase assistance to students, reduce delays in students being packaged and receiving disbursements.

Responsible for Completion:

Director of Financial Aid and VPSS

Timeline: Fall 2011

Effectiveness Measure

Students who participate in Financial Aid application workshops will have fewer submission errors and will be more likely to complete the process than students who do not participate in the Financial Aid Workshops.

- Offer ongoing Financial Aid application workshops for current and prospective students.

Responsible for Completion:

Director of Financial Aid and VPAA

Timeline: Fall 2011

Effectiveness Measure

Students who participate in Financial Aid application workshops will have fewer submission errors and will be more likely to complete the process than students who do not participate in the Financial Aid Workshops.

- Use Veteran Student listserv for proactive communication and engagement with Veteran Students.

Responsible for Completion:

Director for Veteran's Affairs

Timeline: Fall 2011

Effectiveness Measure

Increase accuracy and timeliness of information provided to Veteran Students.

Increase the number of Veteran Students coming in early to be processed for benefits and to meet with a counselor.

- Develop a plan for targeted workshops to be offered at all sites and online.

Responsible for Completion:

Student Services Executive Counsel

Timeline: Fall 2011

Effectiveness Measure

Increase in the number of workshops offered for targeted student populations and services. Increase in number of students taking advantage of services.

Goal 7: Enhance Professional Development opportunities throughout Student Services, with less emphasis on individualized professional development and more on comprehensive opportunities that are broadly applicable.

Strategies

- Develop an annual calendar of professional development activities and opportunities for all of Student Services, including statewide and regional conferences and trainings, conference known to be meaningful and practically applicable, speakers and groups applicable to all of Student Services Staff and Faculty, and college wide trainings and professional development opportunities.

Responsible for Completion:

VP Student Services, SSEC

Timeline: Fall 2011

Effectiveness Measure

Improved retention and persistence, increased student satisfaction with services

- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.

Responsible for Completion:

VP Student Services, SSEC

Timeline: Fall 2011

Effectiveness Measure

Improved retention, persistence, and increased student satisfaction with services.

- Require coaches, Athletic Director, counselor and advisor to participate in Professional Development activities particularly focused on improving success, retention, and completion for Student Athletes.

Responsible for Completion:

VPSS, Athletic Director, Counselor and Advisor responsible for Athletics and Coaches

Timeline: Fall 2011

Effectiveness Measure

Improvement in the retention and success rates of student athletes.

Goal 8: Implement strategies to increase the number of students completing their educational goals and decreasing the time it takes students to achieve completion.

Strategies

- Implement a degree audit program, Degree Works, to allow students to proactively track progress towards educational goals and to be used as an educational planning and intervention tool for counselors and advisors.

Responsible for Completion:

District, VPSS, Admissions and Records

Timeline: Spring 2012

Effectiveness Measure

Improved completion rates and reductions in the amount of time it takes students to complete.

- Check students who have completed 30 units to evaluate progress towards the educational goal. Implement intervention strategies for students who are failing to make progress:
 - Intrusive counseling.
 - Referrals to Career exploration and decision making resources
 - Required updates to the Student Educational Plan.

Responsible for Completion:

VPSS, Institutional Researcher, Admissions and Records, Counseling

Timeline: Spring 2012

Effectiveness Measure

Improved completion rates and reductions in the amount of time it takes students to complete.

- Check students who have completed 60 units to evaluate progress toward the educational goal. Implement intervention strategies for students who are failing to make progress:
 - Intrusive counseling.
 - Enforce an enrollment restriction that requires the student to take classes only from an approve plan restricting them to take only classes specifically required for the educational goal.

Responsible for Completion:

VPSS, Institutional Researcher, Admissions and Records, Counseling

Timeline: Spring 2012

Effectiveness Measure

Improved completion rates and reductions in the amount of time it takes students to complete.

Table III. Student Services

Student Success Goals	Linkage to Cerro Coso Strategic Goals	Relation to ARCC Data	Guiding Standards/Supporting Research/Literature
<p>Goal 1:</p> <p>Encourage broad based participation in dialogue about Student Success and Institutional Effectiveness.</p>	<p>1. Improve our response to Community needs through Customized educational opportunities, area workforce development, and quality student services.</p> <p>A. Strengthen Instructional-Programs and services.</p> <p>B. Improve career and technical education and workforce development in our diverse service area.</p> <p>D. Expand the scope and quality of Student Services college-wide.</p> <p>4. Build upon our culture of accountability, responsibility, and civility amongst all stakeholders.</p> <p>C. Develop a sense of community within the college.</p>	<p>1.1 Student Progress and Achievement Rate</p> <p>1.1a Percent of Students Who Earned at Least 30 Units</p> <p>1.2 Persistence Rate</p> <p>1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful</p> <p>1.4 Course Completion Rate for Credit Basic Skills Courses</p> <p>1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate</p>	<p>1. Accreditation- Standard IIB</p> <p>2. Achieving the Dream- Promising Practices 2010</p> <p>Broad Engagement: Faculty, student services staff, and administration share responsibility for student success...</p> <p>3. Bridging the Gaps to Success: Student-Centered Culture: Campus-Wide Student Focus Awareness:...key to the success of the campuses was that each stakeholder was aware of the others' involvement in supporting students...it was a comprehensive, campus-wide effort.</p>
<p>Goal 2:</p> <p>Improve coordination of and communication between student services departments to create a more streamlined, seamless process for all students at all sites.</p>	<p>1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.</p> <p>D. Expand the scope and quality of Student Services college-wide.</p>	<p>1.1. Student Progress and Achievement Rate</p> <p>1.2. Persistence Rate</p>	<p>1. Accreditation- Standard IIB</p> <p>2. Bridging the Gaps to Success: Multiple Roles/Departmental Collaboration....Faculty and staff...collaborate together across departments...one staff member referred to this practice as “three C’s: communication, coordination, and collaboration.”</p>

Student Success Goals	Linkage to Cerro Coso Strategic Goals	Relation to ARCC Data	Guiding Standards/Supporting Research/Literature
<p>Goal 3:</p> <p>Fully implement data informed planning, assessment, and continuous quality improvement for all Student Services.</p>	<p>4. Build upon our culture of accountability, responsibility, and civility amongst all stakeholders.</p> <p>B. Develop an information-based decision process with all decisions supported by evidence that is factual, available to all, and consistent.</p>	<p>1.1 Student Progress and Achievement Rate</p> <p>1.1a Percent of Students Who Earned at Least 30 Units</p> <p>1.2 Persistence Rate</p> <p>1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful</p> <p>1.3 Course Completion Rate for Credit Basic Skills Courses</p> <p>1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate</p>	<p>1. Accreditation Standard IIB</p> <p>2. Achieving the Dream- Promising Practices 2010</p> <p>Use of Evidence to Improve Programs and Services: The college establishes processes for using data about student progression and outcomes to identify achievement gaps among student groups, formulate strategies for addressing the gaps identified and improving student success overall...</p> <p>Systematic Institutional Improvement:</p> <p>The college establishes planning processes that rely on data to set goals for student success and then uses the data to measure goal attainment.</p>
<p>Goal 4:</p> <p>Develop and implement strategies to improve success and retention rates for first year students.</p>	<p>1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.</p>	<p>1.1 Student Progress and Achievement Rate</p> <p>1.1a Percent of Students Who Earned at Least 30 Units</p> <p>1.2 Persistence Rate</p> <p>1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful</p> <p>1.4 Course Completion Rate for Credit Basic Skills Courses</p>	<p>1. Accreditation Standard IIB</p> <p>2. Achieving the Dream- Promising Practices 2010 First-Year Experience-</p> <p>...improve the success and retention of first-year students...focused interventions...</p> <p>3. 20/20 Vision-A Report on the Commission on the Future Intense Student Support</p>

Student Success Goals	Linkage to Cerro Coso Strategic Goals	Relation to ARCC Data	Guiding Standards/Supporting Research/Literature
<p>Goal 5: Identify factors that negatively impact student retention persistence and success. Implement early intervention strategies to address these factors.</p>	<p>1. Improve our response to Community needs through Customized educational opportunities, area workforce development, and quality student services. A. Strengthen Instructional programs and services. B. Improve career and technical education and workforce development in our diverse service area. D. Expand the scope and quality of Student Services college-wide.</p>	<p>2.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate</p>	<p>1. Accreditation Standard IIB 2. 20/20 Vision-A Report on the Commission on the Future Intense Student Support 2. Achieving the Dream- Promising Practices 2010 Retention and Support Services: Keeping students in school-retention and persistence- is vital to student success...</p>
<p>Goal 6: Insure that Student Services has sufficient resources to provide comprehensive access to students and identify and implement strategies to serve students effectively and efficiently.</p>	<p>1. Improve our response to Community needs through Customized educational opportunities, area workforce development, and quality student services. D. Expand the scope and quality of Student Services college-wide.</p>	<p>1.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful 1.4 Course Completion Rate for Credit Basic Skills Courses 1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate</p>	<p>1. Accreditation Standard IIB 2. 20/20 Vision-A Report on the Commission on the Future Intense Student Support 2. CCRC- Redesigning Community Colleges for Completion: Lessons from Research on High-Performance Organizations: Rethink college policies to help students better negotiate the pathways they take through the institution...map out the experience of students from the time they first make contact with the college, examine the interactions between students and college programs and services at each point...assess the extent to which college policies and practices help or hinder students from making progress toward successful completion.</p>

Student Success Goals	Linkage to Cerro Coso Strategic Goals	Relation to ARCC Data	Guiding Standards/Supporting Research/Literature
<p>Goal 7:</p> <p>Enhance Professional development opportunities throughout Student Services, with an emphasis on opportunities for professional development that are broadly applicable to all Student Services staff and faculty.</p>	<p>6. Recruit, retain and develop Employees who uphold the Cerro Coso culture of excellence.</p> <p>A. Continue to recruit quality instructors, management, and support staff.</p> <p>B. Create a Professional Development Plan to include funding sources, priority of activities, cost estimates, and projected outcomes.</p>	<p>1.1 Student Progress and Achievement Rate</p> <p>1.1a Percent of Students Who Earned at Least 30 Units</p> <p>1.2 Persistence Rate</p> <p>1.3 Annual Successful Course Completion Rate for Credit Vocational Courses</p> <p>Annual Successful</p> <p>1.3 Course Completion Rate for Credit Basic Skills Courses</p> <p>1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate</p>	<p>1. Accreditation Standard IIB</p> <p>2. CCCSE-2010 Findings- The Heart of Student Success: Expand Professional Development Focused on Engaging Students</p> <p>3. Community Colleges for Completion: Lessons from Research on High-Performance Organizations: Employee training and professional development...pre- or in-service staff development programs are rare...seem generally to be designed to enhance skills and knowledge of individuals...</p>
<p>Goal 8:</p> <p>Implement strategies to increase the number of students completing their educational goals and decreasing the time it takes students to achieve completion.</p>	<p>1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.</p> <p>A. Strengthen instructional programs and services.</p> <p>B. Improve career and technical education and workforce development in our diverse service area.</p> <p>D. Expand the scope and quality of Student Services college-wide.</p>	<p>1.1 Student Progress and Achievement Rate</p> <p>1.1a Percent of Students Who Earned at Least 30 Units</p> <p>1.2 Persistence Rate</p>	<p>1. Accreditation Standard IIB</p> <p>2. Completion by Design: Effective innovations and improvements will put young people at the center, driving towards a system designed to ensure that students succeed.</p>

IV. Learning Services Strategies and Assessment

Goal 1: Encourage broad based participation in dialogue about Student Success and Institutional Effectiveness.

Strategies

Improve upon learning resources at all campuses with a long term plan for developing and expanding learning support college wide including

- Library services and faculty support college wide, begin research labs in library, make texts available, add an accessible scanner and alternate media resource
- Success(basic skills) labs with faculty and lab aide support
- Develop additional computer labs, designate labs as open, success, community ed, classroom labs
- Stabilize and update iTV and classroom equipment

Seek opportunities to enhance the development and use of resources.

- Online self- help provided with greater prominence on the Cerro Coso Home Page. Cross reference resources and links from Learning Assistance, Library and Career Technical Education (CTE) pages.

Responsible for Completion:

VPAA, Dean CTE, Basic Skills Committee and coordinator, Library and Learning Assistance faculty, Web master, IT Manager

Timeline: Fall 2011

Effectiveness Measure

Improved Access and student satisfaction defined by increased use of services and student satisfaction surveys.

- Improve services to under-prepared students and increase their success rates.
- Including analyze best practices for serving under-prepared students
- Assess the available lab spaces

Impact of community education courses on available lab space

- Assess current Cerro Coso Community College service practices to Career Technical Education (CTE), degrees and transfer students.
- In long range plans provide a minimum of two active computer labs per campus need.
- Continue to provide lab aide/tutors for existing labs and for new labs with additional faculty support in success lab's open times.

- Improve library services 24/7 online
- Develop success labs at each site

Responsible for Completion:

VPSS, VPAA, Campus Deans, Basic Skills Committee, IT manager, Library and Learning Assistance faculty

Timeline: Fall 2011- Spring 2011

Effectiveness Measures

On unit plans (yearly) include summaries of responses to surveys and program reviews on, ARCC data, pertinent research and plan for interventions or modification to Student Learning Outcomes.

Improved Access and student satisfaction defined by increased use of services and level of satisfaction on student surveys.

Goal 2: Improve coordination of and communication between basic skills, academic degree and CTE areas to create a more streamlined, seamless process for all students at all sites.

Strategies

Improve method for evaluating and sharing – program reviews, unit plans, CLASS Information, institutional research, ARCC data and external research

- Analyze best practices for serving under-prepared students and assess current Cerro Coso College practices serving under-prepared students. Use recognized research from NADE, CRLA and adopt applicable national standards for evaluating programs and services.
- Hold frequent meetings for communication within and between learning services
- Each learning service will implement frequent meetings by CC Confer or iTV to share new and successful efforts, and encourage innovation to streamline processes
- Learning Services across the campus will hold meetings for greater communication to address goals, needs, progress and innovation.
- Provide newsworthy items to PR
- Continue library development of labs, workshops, class presentations, textbook repository, open house, hosting campus events. Add guest speakers.
- Continue Learning Assistance development with
- Forms of supplemental instruction such as peer tutoring, within classrooms targeted tutoring and SI, adaptive and instructional equipment, Tutor Training and Certification with CRLA. Continue advertising with cards, posters, news blurbs.
- Add additional tutor training for online tutoring, advertising, website presence, referral process for instructors and steam-lined data processing.

- Curricular changes
- Add self- efficacy/metacognitive behaviors to basic skills curriculum
- Consider self- efficacy/metacognitive behaviors across curriculum with Inclusions in course syllabus
- Contextualization & acceleration
- ESL Development
- Advertise
 - Continue library and other press releases, open house and displays for other campuses entities in the library
 - LAC – press releases tutor cards, website, advertise online services, referral sheets, adaptive equipment
- Faculty Training
 - Provide self- training with online sources, and discussions, campus training through flex, ongoing sessions and Faculty Inquiry Groups.
- Student Success labs for basic skills and CTE students

Responsible for Completion:

VPAA, Basic skills Committee and coordinator, Library and Learning Assistance faculty, IT manager, site Deans

Timeline: Fall 2011

Effectiveness Measure

Improved Access and student satisfaction defined by increased use of services and student satisfaction surveys. Increased success and retention rates

Goal 3: Fully implement data informed planning, assessment, and continuous quality improvement for all Learning Services.

Strategies

- Develop and implement strategies to improve success and retention rates for first year students.
- Build An Informed Knowledgeable Faculty
- Share widely the resources available to faculty.
- Continually access, refer to recent best practices and widely accepted research and publicize them.
- Use SLO collection and analysis to drive change, regularly update SLO's for each learning service.
- Select and implement accessible data tools to allow departments to have direct access to data needed for program improvement.

Responsible for Completion:

VPAA, VPSS, Institutional Researcher, Basic Skills Coordinator and Committee Learning Center and Library Personnel, IT Webmaster. Technology and Pedagogy Committee with Counseling, ESL faculty

Timeline: Fall 2011, Ongoing

Effectiveness Measures

Improvement in the retention and success rates

Improved success and retention rates for first-time students testing into lower-level basic skills courses

Improvement in the retention, persistence and success for first time students taking online courses including CTE students

- Communication
 - Rely upon Institutional Researcher for appropriate design and collection of data. Consult with IR for validity and reliability of results.
 - Provide widespread feedback on success, retention and completion to faculty on results of learning efforts in courses and learning services
 - Provide faculty with tools for adding specific self-efficacy behavior to their syllabus
 - Find and train on automated data collection systems
 - Survey communities for library needs

Responsible for Completion:

VPAA, Institutional Researcher, Learning Center and Library Personnel, Basic Skills Coordinator and Committee, Department Chairs, IT Webmaster

Timeline: Fall 2011, Ongoing

Effectiveness Measure

Improvement in the retention and success rates of student who use services, Increase use of services.

Improved success and retention rates for first-time students testing into lower-level basic skills courses.

Improvement in the retention, persistence and success for first time students taking online courses including and CTE students.

- Continue forms of Supplemental Instruction including outreach to student athletes and underrepresented groups.
 - require participation in tutoring or success labs, workshops
 - add other efforts for at risk groups:
 - Language practice groups, mentoring, widespread faculty participation in success labs for basic skill students and CTE basic skill students.
 - Work with COUN 70 students to build strengths and self-efficacy skills in lowest basic skill students
 - Continue to solicit donations of textbooks for library reserve checkout.

Responsible for Completion:

VPAA, Dean CTE Learning Center and Library Personnel, Basic Skills Coordinator and Committee, ESL faculty

Timeline: Fall 2012, Ongoing

Effectiveness Measures:

Improvement in the retention and success rates of student who use services, increase use of services.

Improved success and retention rates for first-time students testing into lower-level basic skills courses.

Improvement in the retention, persistence and success for first time students taking online courses including and CTE students.

- Cross reference websites that provide CTE, Learning Assistance and Counseling helps, and Distance Education helps. Provide with one portal and cross referenced portals.
 - Add Online Helps
 - Student Services list of helps
 - a means to assess readiness for online courses in the area of academic skills and technical skills
 - information on accessing/ordering texts and materials
 - information on establishing and using the Cerro Coso email account
 - clear and consistent instructions for accessing online and hybrid courses
 - suggested tips and strategies for success in courses taken via ITV, hybrid, or online
 - instructions on the process for enrolling in the college and registering for courses
 - publications, including the college catalog, schedule of courses, and student handbook
 - policies and procedures, including the Student Conduct and Student Complaint policies and procedures
 - Access to all available services, including orientation specific to Distance Education classes, assessment, counseling/advising, financial aid, tutoring, and library.
 - Develop a required modular self-assessment orientation/tool for first time, online students to assess readiness for courses offered via Distance Education

Responsible for Completion:

VPAA, VPSS, Dean CTE, Learning Center and Library Personnel, Basic Skills Coordinator and Committee, Advisor responsible for, IT Webmaster. Technology and Pedagogy Committee with Counseling

Timeline: Fall 2011, Ongoing

Effectiveness Measures

Improvement in the retention and success rates of student who use services, Increase use of services.

Improved success and retention rates for first-time students testing into lower-level basic skills courses

Improvement in the retention, persistence and success for first time students taking online courses including and CTE students

- Increase number and focus of departmental meetings to address first year students
- Encourage and institute departmental and college wide inquiry groups to draw upon ideas for increasing innovation and student success.
- Include self efficacy skills on syllabus, Increase syllabus sharing- online, Library, learning center and success labs.

Responsible for Completion:

VPAA, VPSS, Counseling, Learning Center and Library Personnel, Basic Skills Coordinator and Committee, Athletic Director, Counselor and Advisor responsible for Athletics and Coaches, Department Chairs, IT Webmaster. Technology and Pedagogy Committee with Counseling, ESL faculty

Timeline: Fall 2011, Ongoing

Effectiveness Measure

Improvement in the retention and success rates of student who use services, increased use of services.

Improved success and retention rates for first-time students testing into lower-level basic skills courses

Improvement in the retention, persistence and success for first time students taking online courses including and CTE students

Goal 4: Build a Culture of accountability, responsibility and collegiality amongst all stakeholders.

Strategies

- Continue to collect measurable data on success labs, workshops, tutoring, Supplemental Instruction, Targeted tutoring, Language Practice Groups, Learning and skills assessments.
- Encourage widespread participation by faculty
- Find and train on automated data collection systems for services
- Publish library and LAC SLO's and program reviews
- Develop inquiry groups for ideas for increasing innovation and success
- Provide self- training with online sources, and discussions, campus training through flex, ongoing sessions and Faculty Inquiry Groups.
- Faculty training and library presentations
- Provide faculty with information ongoing data on success, retention and completion for their courses.
- Provide data to faculty. Provide faculty with tools for adding most important self-efficacy skills to their syllabus.
- Revise curriculum to add self-efficacy skills to basic skills curriculum and publish data.

Responsible for Completion:

VPAA, Institutional Researcher, Department Chairs, CIC Chair, Faculty in learning service areas and IT.

Timeline: Spring 2011

Effectiveness Measure

Improved student satisfaction, better integration of data into planning and improvement processes measured by compliance with Accreditation standards and improvement in retention, persistence and success rates.

Goal 5: Identify factors that negatively impact student retention and implement early intervention strategies to address these factors.

Strategies

- Review and evaluate the means by which students access services- faculty referral, online information, advertisements, personnel such as staff or student worker etc. and examine the interactions between students and programs/services. Assess policies and procedures to determine if policies and practices help or hinder progress to completion. Widely disseminate findings and require a solution, especially one validated by research.
- Review pertinent research literature, national standards and internal data
- Assess attitudes of faculty and staff and students toward students' under-preparedness for college level courses and perceived solutions. Use this

information as springboard for development of training modules, inquiry groups.

- Evaluate where there is duplication in course content or SLO's
- Identify drop out points in course sequences
- Identify at least one frustration point for students in each learning services or course sequence and develop a solution.
- Select computer and study skills assessment to determine where additional interventions are necessary for progress and completion.

Responsible for Completion:

VPAA, VPSS, Counseling Staff and Webmaster, Basic Skills Committee, Institutional Researcher, department chairs and CIC, Learning Center faculty and staff, library faculty and staff and IT manager

Timeline: Completed Spring 2012

Effectiveness Measure

Improvement in retention and completion rates for all students.

- Require the following:
 - assessment of key skills such as computer and study skills assessment
- Students to attend selected interventions based on either standardized and classroom assessments of skills or behaviors.
- Early alert from faculty and regular feedback to students through posting of grades based on the last four digits of the student's ID.
- Wide distribution of course syllabus to learning services, add self-efficacy skills into each course syllabus for instance- time management, prioritization, time on task, proofreading, test preparation skills as they pertain to individual course. Use data collected from tutoring sessions as one indicator of skills students lack for specific courses.

Responsible for Completion:

VPAA,VPSS, Basic Skills Committee, Institutional Researcher, department chairs and CIC, Learning Center faculty and staff, library faculty and staff and IT manager, faculty

Timeline: Completed Spring 2012

Effectiveness Measure:

Improvement in retention, success and completion rates for all students.

- Provide the following frequent formative and informative assessment

Responsible for Completion:

VPAA,VPSS, Basic Skills Committee, Institutional researcher

Timeline: Completed Spring 2012

Effectiveness Measure:

Improvement in retention and completion rates for all students.

- Continue to use Academic Monitoring and the use of the Early Alert system for early intervention with Student Athletes, Veteran Students, Basic Skills Students, EOPS/DSPS Students and for directing students to appropriate interventions.

Responsible for Completion:

Counselors, Educational Advisors, Instructional Faculty, Learning Center faculty, student success lab faculty

Timeline: Fall 2011 and Spring 2012

Effectiveness Measure

Improvement in the retention, persistence, and success rates for Student Athletes, Veteran Students, Basic Skills Students, EOPS/DSPS Students.

Goal 6: *Insure that Learning Services has sufficient resources to provide comprehensive access to students and evaluate current processes and identify and implement targeted strategies to support students at each stage of their experience with Cerro Coso.*

Strategies:

- Review yearly unit plans from each of the learning service areas which contain up to date information on student access to equipment and facilities and appropriateness to student goals.

Responsible for Completion:

VPAA, VPSS, IEC

Timeline: Fall 2011

Effectiveness Measure:

Learning service areas will be adequately resourced to meet student needs.

- Information technology will be upgraded, replaced and/or made more accessible to students.
 - Form an IT committee and communicate all IT plans to all stakeholders.
 - Update the computer use policy.
 - Assess computer needs at each campus based on student access, faculty and staff needs, age of equipment and adaptive needs.
 - Continually update website for currency of information and user-friendliness
 - Maintain a comprehensive inventory of hardware and software and a list of replacements, upgrades and upcoming course software changes.
 - Assess new technology such as lecture capturing

- Complete upgrades to east wing with fixed computer stations, installation of software for fall
- Ensure all students have the understanding of how and where to store/save data on the server.
- Ensure lab aides are trained on all upgrades to open labs.
- Explore the idea of providing specific training for faculty.

Responsible for Completion:

VPAS, IT Manager, Webmaster

Timeline: Fall 2011

Effectiveness Measure:

Use of labs will increase supporting students which will increase student success and persistence rates.

- Library Services will continue providing a library research lab, class presentations, workshops and collecting donations of course textbooks
- Update website with reference guidelines
- Assess ongoing needs and maintain a list of needed purchases, changes and services
- Develop a long range plan for expanding library services

Responsible for Completion:

VPAA, Library faculty and staff, webmaster

Timeline: Fall 2011-Spring 2012

Effectiveness Measures:

- Learning Center program will move away from a deficit model of services to focus on student abilities and strengths.

Responsible for Completion:

VPAA, Learning Center faculty and staff

Timeline: Ongoing fall 2011-spring 2012

Effectiveness Measures: TBD

Goal 7: Enhance Professional Development opportunities throughout Learning Services, with less emphasis on individualized professional development and more on comprehensive opportunities that are broadly applicable.

- Continue and expand the variety of self training opportunities online and group and self- training on campus.
 - Continue to use Moodle, iStream, 3CSN, Teaching for Success
 - Continue to provide conference training through basic skills.
- Advertise State and Regional Conferences, archived and web materials -

- Success material, success websites- Teaching for Success, iStream, research on our Moodle
- Provide flex activities and workshops- guest speakers from other campuses sharing on innovation. For example acceleration, contextualization, Supplemental Instruction, Reader Apprenticeship, library and technology training
- Require coaches, Athletic Director, counselor, and advisor to participate in Professional Development activities particularly focused on improving success, retention, and completion for Student Athletes. Include recognition of at risk students and the referral process.

Responsible for Completion:

VPSS, Athletic Director, Counselor and Advisor responsible for Athletics and Coaches, LD Specialist or DSPS Counselor

Timeline: Fall 2011

Effectiveness Measure

Improvement in the retention and success rates of student athletes and at-risk students within the population of athletes.

- Require basic skill faculty, new faculty and adjunct faculty to participate in Professional Development training for improving success and retention of basic skills students. Include recognition of at risk students and the referral process.

Responsible for Completion:

VPAA, Basic Skills Committee faculty, LD Specialist or DSPS Counselor

Timeline: Fall 2011

Effectiveness Measure:

Improvement in success and retention of basic skill and other at-risk students

- Recognize achievement of all employees with ongoing or monthly recognition
- Initiate Tutor of the Month,
- Continue College Reading and Learning International Certification, Appreciation Luncheon
- Publicize other achievements by faculty, staff and students
- Continue Yearly Recognition Luncheon

Responsible for Completion:

Learning Center faculty and staff, ASCC faculty and staff, PR and switchboard staff

Timeline: Fall 2011-Spring 2012

Effectiveness Measure:

Survey indicates increased morale of faculty, staff and student employees.

Goal 8: Implement strategies to increase the number of students completing their educational goals and decreasing the time it takes students to achieve completion.

Strategies:

- Continue to provide Trained Tutors on campuses expand number of tutors trained for online with Adobe Connect Pro
 - Explore other less expensive equally effective means to provide online tutoring. A less expensive means similar to Adobe Connect Pro's features that will not gobble up bandwidth.
- Provide additional assessments prior to tutoring on learning styles, computer skills, self- efficacy (metacognitive) behaviors and skills through the learning centers.
- Continue to provide and monitor forms of supplemental instruction and assess for SLO's
- Evaluate methods of data collection. Can the methods be streamlined, are they valid, do they demonstrate course success and mastery of SLO's

Responsible for Completion:

VPAA, Learning Assistance Faculty and Staff, Institutional Researcher, Basic Skills Coordinator and Committee

Timeline: Ongoing- Fall 2011, Fall 2012 and Spring 2012, Spring 2013

Effective Measure:

Increasing total number of students assisted fall to fall & spring-to- spring, SLO assessment used for improvements. Improved completion rates and reduction in the amount of time it takes students to complete for on campus and online students.

- Evaluate types of acceleration and course outlines for duplication of skills
- Increase Information Sharing. Place best practices on Basic Skills Moodle, hold Faculty Inquiry Groups for Innovation, Publicize internal and external research
- Provide faculty training- flex activities, guest speakers, host workshops. Use faculty to begin training. require training of new and adjunct faculty

Responsible for Completion:

VPAA, Learning Assistance Faculty, Institutional Researcher, Basic Skills Coordinator and Committee, Webmaster, Curriculum Chair

Timeline: Fall 2011-Spring 2012

Effectiveness Measure

Improved completion rates for basic skills and CTE students and reductions in the amount of time it takes students to complete.

Table IV. Learning Services

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data Tables	Guiding Standards/Supporting Research/Literature
<p>Goal 1: Engage in broad based dialogue about Learning Services and Institutional Effectiveness.</p>	<ol style="list-style-type: none"> 1. Improve our response to Community needs through customized educational opportunities, transfer program, area workforce development, and quality learning services. <ol style="list-style-type: none"> A. Strengthen instructional programs and services. B. Stabilize career and technical development in our diverse service area. <ol style="list-style-type: none"> 1. Improve student success rates and productivity numbers in CTE programs and classes. C. Improve Support for Distance Education <ol style="list-style-type: none"> 2.3 stabilize learning support for Distance Education and update equipment. F. Offer alternative instructional venues for meeting employer and community needs <ol style="list-style-type: none"> 2. Assess contract and community education 2. Improve service to under- prepared students and increase their success rates. <ol style="list-style-type: none"> A. Analyze best practices for serving under-prepared students. B. 3. Provide a comprehensive program serving all communities 5. Analyze needs of under-prepared students in our communities 	<ol style="list-style-type: none"> 1.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful 1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate 1.4 Course Completion Rate for Credit Basic Skills Courses 	<ol style="list-style-type: none"> 1. <i>Accreditation Standards 1-3</i> 4. <i>20/20 Vision-Report-Leadership& Accountability, Teaching & Learning and Intense Support</i> 3. <i>Achieving the Dream- Promising Practices 2010 Use of evidence to improve programs and Services, Broad Engagement and Equity:</i> 4. <i>Reading and Learning Strategies: Recommendations for the 21st Century Journal of Developmental Education (2004)</i> 5. <i>Challenge and Opportunity: Rethinking the Role and Function of Developmental Education in Community College-CCRC Working Paper-.Bailey, (2008)</i> 6. <i>Student Progression Through Developmental Sequences in Community Colleges Bailey, Jeong, Cho CCRC Brief (2010)</i> 7. <i>Building Foundations for Student Readiness A Review of Rigorous Research and Promising Trends in Developmental Education-Zachary & Schneider.</i>

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data Tables	Guiding Standards/Supporting Research/Literature
	<p>6. Create a program that meets those needs A, C Analyze best practices for serving under-prepared students. AND Assess current Cerro Coso College practices serving under-prepared students.</p> <p>2.B. Train all Faculty and staff to understand and effectively teach developmental students</p> <p>3. Seek opportunities to enhance the development and use of resources</p> <p>3E. Maximize existing resources through the budget development process with a yearly timeline</p> <p>4C. Build and maintain a culture of accountability and open communication about needs, progress and future plans.</p>		<p>8. <i>The Costs of Developmental Education- Part II Promising Strategies</i> http://mhec.md.gov/publications/finance/DevelopmentalEducationReport.pdf</p> <p>9. <i>Replacing Remediation with Readiness NCPS-Conley, 2010</i></p> <p>10. <i>Career Ladders Project –Contextualized Teaching and Learning</i></p> <p>11. <i>Students Resistance to Change in Learning Strategies Courses. Dembo and Seli Journal of Developmental Education (2003)</i></p> <p>12. <i>Improving Supervision of Part-Time Instructors- Eney & Davidson (2006) Journal of Developmental Education</i></p> <p>13. <i>Criteria for program Evaluation, Boylan and Bonham, NCDE (2003)</i></p>
<p>Goal 2: Improve coordination of and communication between services to create a more streamlined, seamless process for all students at all sites.</p>	<p>1. Identify and implement principles of effective communication in support of our mission.</p> <p>A. Ensure all stakeholders are knowledgeable about college issues.</p> <p>B. Improve and enhance communication to and from our communities</p> <p>2. Improve service to under- prepared students and increase their success rates.</p>	<p>1. Student Progress and Achievement Rate</p> <p>1.2 Persistence Rate</p> <p>1.4 Course Completion Rate for Credit Basic Skills Courses</p>	<p>1. <i>Accreditation Standards 1-3</i></p> <p>2. <i>20/20 Vision-Report-Teaching and Learning and Intense Support</i></p> <p>3. <i>Achieving the Dream- Promising Practices 2010- Developmental Education and Equity:</i></p> <p>4. <i>Basic Skills Action Plan and Learning Center Unit Plan</i></p>

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data Tables	Guiding Standards/Supporting Research/Literature
<p>Goal 3: Fully implement data informed planning, assessment, and continuous quality improvement for all Learning Services.</p>	<p>4. Build upon our culture of accountability responsibility, and civility amongst all stakeholders. B. Develop an information-based decision process with all decisions supported by evidence that is factual, available to all, and consistent. C. Develop affordable textbook alternatives</p>	<p>1.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful 1.3 Course Completion Rate for Credit Basic Skills Courses 1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate</p>	<p>1. <i>Accreditation Standards 1-3</i> 2. <i>20/20 Vision-Report-Leadership and Accountability and Intense Student Support</i> 3. <i>Achieving the Dream- Promising Practices 2010-Systemic Improvement and Equity:</i></p>
<p>Goal 4: Build a Culture of accountability, responsibility, and collegiality amongst all stakeholders.</p>	<p>2. Improve service to under- prepared students and increase their success rates. 2B. Train all Faculty and staff to understand and effectively teach developmental students 4A. Maintain Institutional research functions, 4B. Increase reliance on data driven decision-making, and professional assessments such as, 4B2 tie budgets to SLO's, program reviews, unit plans 4C. Encourage collegial discourse on important Issues. Sharing what works and ideas for Improvement 2C* Revise curriculum such that self-efficacy skills and metacognitive behaviors are emphasized.</p>	<p>1.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful 1.4 Course Completion Rate for Credit Basic Skills Courses</p>	<p>1. <i>Accreditation Standards 1-3</i> 2. <i>20/20 Vision-Report-Leadership& Accountability, Intense Student Support and Teaching& Learning</i> 3. <i>Achieving the Dream- Promising Practices 2010-Curriculum and Instruction:</i></p>

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data Tables	Guiding Standards/Supporting Research/Literature
<p>Goal 5: Identify factors that negatively impact student retention persistence and success. Implement early intervention strategies to address these factors.</p>	<ol style="list-style-type: none"> 1. A, B 2. A, B 3. A, B, C (as listed on the Cerro Coso website) 4. A, B & 5. B. Provide communities with opportunity for Input 	<ol style="list-style-type: none"> 1.1 Student Progress and Achievement Rate 1.1a. Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate 1.3. Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful 1.4 Course Completion Rate for Credit Basic Skills Courses 	<ol style="list-style-type: none"> 1. <i>Accreditation Standards 1-3</i> 2. <i>20/20 Vision-Report Leadership7 Accountability, Intense Student Support and Teaching & Learning</i> 3. <i>Redesigning Community Colleges for Completion: Lessons From Research On High-Performance Organizations, Davis Jenkins, CCRC-</i> 4. <i>Empower faculty to establish common learning outcomes and assessments for academic programs-Report of the Palomar College Assessment of Learning Project</i> 5. <i>Completion by Design: Effective innovations and improvements will put young people at the center, driving towards a system designed to ensure that students succeed. Bill & Melinda Gates Foundation</i> 6. <i>Achieving the Dream- Promising Practices 2010 Curriculum and Instruction and Equity</i> 7. <i>Increasing Success for Underserved Students: Redesigning Introductory Courses-Twigg, National Center for Academic Transformation (2005)</i>
<p>Goal 6 : Insure that Learning Services has sufficient resources to provide comprehensive access to students and identify and implement strategies to serve students effectively and efficiently.</p>	<p>4C. Build and maintain a culture of accountability and open communication about needs, progress and future plans.</p>	<ol style="list-style-type: none"> 1.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful 	<ol style="list-style-type: none"> 1. <i>Accreditation Standards 1-3</i> 2. <i>Achieving the Dream- Promising Practices 2010 Curriculum and Instruction:</i> 3. <i>Increasing Success for Underserved Students: Redesigning Introductory Courses-Twigg, National Center for Academic Transformation (2005)</i>

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data Tables	Guiding Standards/Supporting Research/Literature
		1.4 Course Completion Rate for Credit Basic Skills Courses 1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate	
<p>Goal 7: Enhance Professional development opportunities throughout the College, with an emphasis on opportunities for professional development that are broadly applicable to all staff and faculty.</p>	<p>6. Recruit, retain, and develop Employees who uphold the Cerro Coso culture of excellence. 6.B. Develop a schedule of recognition an achievement. 6.D. Develop a sustainable approach to professional development. 6.D.3. Recruit speakers 6.D.5. Facilitate exchange of information</p>	1.1 Student Progress and Achievement Rate 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful 1.3 Course Completion Rate for Credit Basic Skills Courses 1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate	<ol style="list-style-type: none"> 1. <i>Accreditation Standards 1-3</i> 2. <i>20/20 Vision-Report-Teaching and Learning</i> 3. <i>Achieving the Dream- Promising Practices 2010 Curriculum and Instruction:</i> 4. <i>CCCSE-2010 Findings- The Heart of Student Success: Expand Professional Development Focused on Engaging Students</i> 5. <i>Community Colleges for Completion: Lessons from Research on High-Performance Organizations: Employee training and professional development...pre- or in-service staff development programs are rare...seem generally to be designed to enhance skills and knowledge of individuals...</i>
<p>Goal 8: Implement strategies to increase the number of students completing their educational goals and decreasing the time it takes students to achieve completion.</p>	<p>1. Improve our response to Community needs through customized educational opportunities, transfer program, area workforce development, and quality learning services. A. Strengthen instructional programs and services. B. Stabilize career and technical development in our diverse service area. 1. Improve student success rates and productivity numbers in CTE</p>	1.1. Student Progress and Achievement Rate 1.1a. Percent of Students who Earned at Least 30 units 1.2 Persistence Rate 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses Annual Successful	<ol style="list-style-type: none"> 1. <i>Accreditation Standards 1-3</i> 2. <i>20/20 Vision-Report-Leadership & Accountability. -Teaching and Learning</i> 3. <i>Achieving the Dream- Promising Practices 2010 Developmental Education, Curriculum and Instruction</i> 4.

Student Success Goals	Linkage to Cerro Coso Strategic Goal	Relation to ARCC Data Tables	Guiding Standards/Supporting Research/Literature
	<p>programs and classes.</p> <p>C. Improve Support for Distance Education 2,3 stabilize learning support for Distance Education and update equipment</p> <p>F. Offer alternative instructional venues for meeting employer and community needs 2. Assess contract and community education</p> <p>2. Improve service to under- prepared students and increase their success rates. C. Analyze best practices for serving under-prepared students.</p> <p>3. Provide a comprehensive program serving all communities</p> <p>5. Analyze needs of under-prepared students in our communities</p> <p>6. Create a program that meets those needs A, C, Analyze best practices for serving under-prepared students. AND Assess current Cerro Coso College practices serving under-prepared students.</p> <p>6.D. Develop sustainable approach to professional development.</p>	<p>1.4 Course Completion Rate for Credit Basic Skills Courses</p> <p>1.6 Career Development and College Preparation (CDCP)</p> <p>1.2. Progress and Achievement Rat</p>	<p><i>California Community Colleges Success Network's (3CSN.org)-initiatives to Increase Completion and Acceleration, Contextualization Workshops, and Networks for Student Success and Learning Networks for knowledge Sharing(LINKS2)</i></p> <p><i>5. Increasing Success for Underserved Students: Redesigning Introductory Courses-Twigg, National Center for Academic Transformation(2005)</i></p>