INTRODUCTION/PURPOSE

Our goal at GRCC is to increase student success through the accomplishment of the Completion Agenda. This agenda includes a slate of specific college action projects (outlined in our Strategic Plan) as well as department-level projects directly and indirectly aimed at improving student success. Where the College is pursuing projects with indirect impact on the completion agenda, it is building infrastructure and capacity for future projects with more direct impact. We will measure the success of our efforts by monitoring student performance in three specific areas: Persistence (Retention), Completion, and Transfer.

In this report you will find data regarding GRCC student performance on the Survey of Entering Student Engagement. GRCC has administered this survey twice: Fall 2010 and Fall 2012.

The Survey of Entering Student Engagement (SENSE) helps community colleges focus on the “front door” of the college experience. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. These data can help colleges understand students’ critical early experiences and improve institutional practices that affect student success in the first college year.

SENSE is administered during the fourth and fifth weeks of the fall academic term to students in courses randomly selected from those most likely to enroll entering students. Students respond to the survey in class, and member colleges receive survey reports including data and analysis they can use to improve their programs and services for entering students. Specifically, SENSE data should be useful in improving course completion rates and the rate at which students persist beyond the first term of enrollment.

http://www.ccsse.org/sense/aboutsense/

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<tbody>
<tr>
<td>SENSE Benchmark</td>
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<td>Top Performing 10%</td>
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<td>61.1</td>
<td>59.1</td>
<td>60.2</td>
<td>57.2</td>
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<tr>
<td>Other Extra Large Colleges</td>
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<td>49.2</td>
<td>48.0</td>
<td>49.8</td>
<td>49.3</td>
<td>49.0</td>
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<td>GRCC 2012</td>
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<td>46.1</td>
<td>42.9</td>
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<td>GRCC 2010</td>
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<td>45.9</td>
<td>42.4</td>
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Source: IRP, CCSSE (Updated, March 2013)
Early Connections
When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

High Expectations/Aspirations
Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students’ aspirations also climb, and they seek more advanced credentials than they originally envisioned.

Clear Academic Plan and Pathway
When a student, with knowledgeable assistance, creates a road map— one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

Effective Track to College Readiness
Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

Engaged Learning
Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.

Academic and Social Support Network
Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don’t know what they don’t know, colleges must purposefully create those networks.

GRCC Aspects of Highest Student Engagement:
- At least one instructor learned my name
- Prepared at least two drafts of a paper or assignment before turning it in
- Worked with other students on a project or assignment during class
- Used electronic tools to communicate with other students about coursework
- Received prompt written or oral feedback from instructors on your performance

GRCC Aspects of Lowest Student Engagement:
- An advisor helped me to select a course of study, program, or major
- An advisor helped me to set academic goals and to create a plan for achieving them
- An advisor helped me to identify the courses I needed to take during my first semesters
- A college staff member helped me determine whether I qualified for financial assistance
- Use the math, writing, or other skill lab during the first weeks of the semester

STRATEGIES FOR IMPROVEMENT:
The following College Action Projects (CAPs) from the GRCC Strategic Plan (2011-2014) are currently being implemented to address this indicator:

1.1.2 Promote faculty leadership in academic advising
1.2.1 Continue and complete the Programs of Study initiative to map curriculum between high school and college
2.1.1 Implement the College Success Program
2.1.2 Implement Achieving the Dream initiatives
2.1.3 Create an accessible campus for all
2.2.2 Develop an academic leadership program to support the success of the College’s most challenged students
5.1.1 Mandate the student success course (CLS100)
5.1.2 Integrate the Starfish Early Alert program
5.1.4 Strengthen the infrastructure of distance-delivered education to promote student success
5.2.1 Strengthen the recruitment and hiring process to attract highly qualified, highly diverse fulltime and adjunct faculty
5.2.2 Improve the adjunct faculty experience
5.3.2 Develop a new model for program review which includes the assessment of program learning outcomes
5.3.3 Establish an assessment and reporting process for institutional learning outcomes (ILOs)
6.2.1 Develop a college-wide Career Pathways system