Building a Culture of Student Completion and Success

SUNY Trustees’ Academic Affairs Committee, March 2013
Deb Moeckel, Assistant Provost for Community College Education
Jay Quaintance, Assistant Vice Chancellor for Community Colleges

FOUNDATION

• Academic Excellence Transformation Team
• Student Completion and Success Task Force
• SUNY Task Force on Remediation
• Exemplary campus policies, practices and outcomes
Goals focus on completion and success without compromising access, quality and diversity

- Transformational learning
- Student engagement
- Retention
- Seamless transfer
- Cultural and global awareness
- Personal & civic responsibility
- Values, ethics and diverse perspectives
- Preparation for lifelong learning and employment

A Framework for Action – the Conditions

- Institutional commitment
  (including faculty, administration, governance)

- Evidence-based practices that provide
  1. Clear expectations
  2. Effective supports
  3. Student engagement
  4. Assessment and feedback

- Strategic policy and resource alignment
1. CLEAR EXPECTATIONS (the blueprint)

- High School curriculum and performance
- College readiness, including skills and attitudes
- Participation in orientation and regular advisement
- Exit points from developmental coursework
- Program and course requirements and sequencing
- Engagement in learning and co-curricular activities
- Attendance, course withdrawals, course repetition
- Clear timelines for major/program declaration
- Code of conduct

2. EFFECTIVE SUPPORTS

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<tr>
<th>Academic</th>
<th>Financial</th>
<th>Administrative</th>
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<tr>
<td>Orientation for all new students</td>
<td>Financial literacy</td>
<td>Efficient advisement, placement, registration (one-stops)</td>
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<td>Evidence-based developmental and supplemental instruction</td>
<td>Financial aid and scholarship information</td>
<td>Professional development for faculty and staff</td>
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<td>Degree planning and audit tools</td>
<td>Student loan default prevention</td>
<td>Web-based tools/up-to-date info for students, faculty, advisors</td>
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<td>Learning centers, tutoring, study groups</td>
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<td>Transition and first-year programs</td>
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<td>Student Success courses/programs</td>
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<td>Intrusive advising</td>
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<td>Mentoring</td>
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3. STUDENT ENGAGEMENT
Collaborative and Experiential Learning
• Service Learning
• Learning Communities
• Internships and Co-ops
• Undergraduate Research

4. ASSESSMENT AND FEEDBACK
• Robust data systems and data sharing (P-20)
• Mid-semester grades and early warning tools & procedures
• Regular surveys of student engagement and satisfaction
• Course evaluations and feedback for faculty
• Program and institutional effectiveness assessment

Next Steps
Strategic Policy and Resource Alignment