

Estrella Mountain Community College Student Success and Transfer Education Continuous Improvement Interview March 20, 2001 Meeting Minutes

Attendance:

Lyle Bartelt, John Bradley, Clay Goodman, Sandy Hill, Gary Kilduff, Ernie Lara, Bert Medina, Polly Miller, Linda Scott, Lauren Shellenbarger, Steve Shriver, Linn Taylor, Kevin Vahle, Karen Whitney, and Pearl Williams.

1. Based on the core indicator results for this Mission Goal, what strengths do you see?

- Information is becoming more longitudinal
- Overall completion rates are higher than the District average
- High number of students graduating with honors, larger percentage than the District (Conrad model)
- EMCC Transfer GPA is higher in most cases than ASU general population
- The vast majority of students self-report that EMCC has prepared them well or very well for university course work

2. Based on the core indicator results for this Mission Goal, what opportunities for improvement do you see?

- Opportunities to identify barriers (goals, persistence, degree completion, transfer)
- Honor students are doing well and regular students doing marginal
- Lower retention rates during Fall to Fall semester for all new students and new part-time students
- Number of students enrolling in university within one year is declining
- Use the Noel Levitz Student Satisfaction Inventory results to review areas for improvement
- It's not know why Estrella Mountain has a higher percentage of honor students than the District (Conrad model)
- Tracking reason for students enrolling for degree and certificates (new versus continuing) need to identify continuing students as well
- Little data on student goal attainment (not currently being measured)

- 3. What are some actions (improvement strategies) that you might consider implementing in your area to positively improve future core indicator results for this Mission Goal for the coming year? (This list will be prioritized.)**
- Need to identify critical missing courses and timeslots that are reducing student options to fulfill degree requirements (improve communication between Komatke and faculty) (Academic Plan, Linda Scott, Joe Ochap, CPD) **High Priority**
 - Continue to help students to define career objectives and program of study (Gary Kilduff and counseling)
 - Redefine grading and student success in the Fitness center (Lyle Bartelt)
 - Continue to analyze self-paced programs and remote access and continue to develop completion and retention rates strategies for these areas (Polly Miller)
 - Determine why students are changing degree and/or program of study areas, once we find that out we need to identify potential strategies to address the issue (students keep changing reason for enrolling) (OPIE, Advisement) Find out why students are not completing their programs (review curriculum) (Academic Plan, Linda Scott, Joe Ochap, CPD)
 - Develop systems to monitor financial aid students who need to complete within 150% of time in order to get financial aid (Lauren Shellenbarger, Advisement)
 - To develop a process to monitor students on academic probation (accountability, developmental and counseling) (A&R, Joe Ochap)
 - Determine why students are not transferring within one year after completing a degree (will add question to the graduate follow-up survey) (OPIE)
 - All academic divisions will identify 200 level classes for future expansion (AIT)
 - Determine why students are not returning (Lauren Shellenbarger to pilot financial aid cohort, OPIE) Survey students who do not return Fall to Spring semester (Steve Shriver. Use findings to identify barriers (goals, persistent, degree completion, transfer)
- 4. For those Core Indicators and Measures that do not have identified standards, what should they be? What additional information would you like to have to set more ideal standards? For those Core Indicators and Measures that do have standards, are they still appropriate?**

Most Student Success Core Indicators already have standards. This question was not addressed during this interview. The Estrella Mountain Student Success Plan does include specific goals related to this Core Indicator.

5. Are there any modifications that should be made to the Core Indicators? What are they?

Not sure how useful information is for Core Indicator 4 (Degree and Program Completion Rates, 2, 3, 5 years after start of the program). We may not be getting useful data because it does not take into account the number of students who change their goals.

Data may be skewed on Core Indicator #3 (Transfer) because AAS is not listed as a transfer degree (goal may have not been to transfer).

Plus

Good facilitators
Good information
Lots of interaction

Delta

No deltas were listed.