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Cañada College
STUDENT ENGAGEMENT PLAN
2014-15

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PURPOSE

The following document is a campus-wide effort to ensure all students who attend Cañada College feel connected, engaged, directed, focused, valued, and nurtured—leading to their success and completion. This document details three points per success principle: 1) what new activities can occur to ensure success; 2) which College department or group is responsible for the details in creating, implementing, and executing each activity; 3) and when these activities will occur throughout the year.

ORIGIN

Educational Master Plan 2012-2015

Teaching and Learning Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.

Student Success Act of 2012

In September of 2013, The California Community Colleges Chancellor's Office mandated all the California Community Colleges to send a team to a two-day Student Success and Support Program Implementation Summit. The event included a presentation by Terry O'Banion, a national leader and author on student access, success and completion. Dr. O'Banion provided a context for why the Completion Agenda has become the overarching mission of the community college and outlined six Student Success Guidelines based on research that provide a robust foundation for student success.

CREATION & DEVELOPMENT

Development from Group Input

- On October 23, 2014, the Student Services Planning Council (SSPC) is presented with Terry O'Banion's work and the student engagement framework. SSPC provided input on the activities that should be added to each principle.

- On November 2, 2014 the Associated Students of Cañada College (ASCC) is presented with the student engagement framework and conducts a workshop regarding activities that relate to each principle.

- On November 13, 2014 the Instructional Planning Council (IPC) is presented with the student engagement framework and suggests activities that relate to each principle.

- During the Basic Skills Retreat on January 31, 2014, the student engagement framework was introduced and strategies were developed on how to improve student success for students enrolled in basic skills classes. The notes and ideas from this retreat are incorporated into the activities of each principle.

<u>Student Engagement Plan Draft Creation</u>

- On February 4, 2014 Vice President of Student Services Robin Richards, Dean of Counseling Services Kim Lopez, and Student Life and Leadership Manager Misha Maggi combine all the activities suggested from the Basic Skills Retreat, SSPC, ASCC, and IPC to create a draft of the Student Engagement Plan.

REVIEW & REVISION

The draft of the Student Engagement Plan is brought to Participatory Governance Committees across campus for final input.

February 12, 2014	Student Services Planning Council (SSPC) reviews and revises the Student Engagement Plan
February 13, 2014	Associated Students of Cañada College (ASCC) reviews and revises the Student Engagement Plan
February 19, 2014	Planning and Budget Council (PBC) reviews and revises the Student Engagement Plan
February 24, 2014	The STEM Center Staff reviews and revises the Student Engagement Plan
March 7, 2014	Instructional Planning Council (IPC) reviews and revises the Student Engagement Plan
March 11, 2014	Counseling Department reviews and revises the Student Engagement Plan
March 21, 2014	Instructional Planning Council (IPC) reviews and revises the Student Engagement Plan again
March 26, 2014	Planning and Budget Council (PBC) vote on the finalized Student Engagement Plan

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CONNECTED

1. Every student makes significant connection with another person as soon as possible upon arriving at the college.

Activities	Who's Responsible	Timeline
1. **Applicant Follow-up:** Contact all non-exempt students who have applied to Cañada about the student success process (orientation, assessment, counseling)	Outreach Office	Fall/Spring/Summer
2. **Orientation Follow-up**: Contact all new students who have registered for orientation and missed appointment.	Welcome Center	Fall/Spring/Summer
3. **Special Program Referrals**: Create program referral system	Counselors Welcome Center	May-August Fall/Spring/Summer
4. **Connections with Special Programs**: Contact all students who have been referred to the special programs to encourage student involvement.	Special Program Staff Members	Summer/Fall/Spring/Summer
5. **Connections in the Classroom:** Have students introduce themselves in the classroom.	Faculty	August & January
6. **Class Announcements:** Have faculty give information on what is happening on campus before each class.	Faculty PIO	Fall/Spring/Summer
7. **Support Presentations:** Set up a comprehensive schedule of support services presentations and visits (e.g., to the library and the learning center).	Faculty Library & Learning Center Staff Student Services Staff	August & January
8. **Connections with Basic Skills Students:** Encourage faculty to require students enrolled in a basic skills class to attend at least three tutoring sessions (e.g., in the syllabus)	Faculty Learning Center	Fall/Spring
Benchmark Assessment Measure: **#9. Student Success Rates during their First Year**		

ENGAGED

2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory.

Activities	Who's Responsible	Timeline
1. **ASCC Involvement:** Involve ASCC in orientation with students providing information to other students about involvement.	ASCC Welcome Center	Fall/Spring/Summer
2. **Orientation:** Emphasize use of my.smccd.edu email accounts, websmart, degreeworks, and webaccess.	Welcome Center Orientation Counseling A&R	Fall/Spring/Summer
3. **Extended Orientation**: Explore the possibility of creating extended orientations connected to field of interest.	Faculty Programs Departments	Fall/Spring/ Summer
4. **Evaluation:** Conduct evaluation on new student registration process.	A&R Welcome Center	On-Going
5. **Assessment**: Provide clear links to resources available on the assessment process.	Welcome Center	On-going
6. **Basic Skills:** Review and revise scheduling of basic skills courses to assure students have the opportunity to take them.	Office of Instruction Deans	Spring 2014
7. **Campaign:** Conduct a college-wide campaign on why it is important to take English and math courses.	Equity Committee	Fall/Spring/Summer
Benchmark Assessment Measures: **#15. Percent of students placed in pre-transfer math that take pre-transfer math** **#16. Percent of students placed in pre-transfer English that take pre-transfer English** **#17. Percent of students placed in pre-transfer reading that take pre-transfer reading**		

DIRECTED

3. **Every student will be placed in a "Program of Study" from Day 1; undecided students will be placed in a mandatory "Program of Study" designed to help them decide.**

Activities	Who's Responsible	Timeline
1. **Field of Interest Support**: Provide support for students in the three areas: 1) Humanities & Social Sciences, 2) STEM, and 3) Business and Career-Tech, to include workshops, follow-up, counseling, etc.	Faculty A2B Counseling STEM ASCC	Fall/Spring
2. **Extra Credit:** Provide extra credit for students to attend specialized major and career workshops.	Faculty	Fall/Spring/Summer
3. **Ask about Plans:** Faculty ask all students about their plans – e.g., transfer, AA/AS/ADT degree, or certificate – promote SEP and provide assistance to guide them to success.	Faculty	Fall/Spring/Summer
4. **Career Courses:** Promote career classes for all students.	Counselors Faculty	Fall/Spring/Summer
5. **Degree Works:** Conduct workshops on how to use DegreeWorks.	Counseling Department	Ongoing
Benchmark Assessment Measures: **#10 Success in GE Courses** **#11 Success in Distance Education Courses** **#12 Success in CTE Courses** **#13 Success in Pre-Transfer** **#14 Success in Non-CBET ESL**		

FOCUSED

4. Every student who enrolls to pursue a certificate, degree, or who plans to transfer will work with college personnel to create a Student Success Pathway – A Roadmap to Completion.

"We really appreciated this section and think it will help students to know what to do, get a degree, and transfer easier."
~Associated Students of Cañada College

Activities	Who's Responsible	Timeline
1. **Check Points**: Create report in Degree Works that provides feedback to students who are 25%, 50%, 75% and 100% to completion of their major goal and notify students via email.	IT Counseling	Each semester
2. **Pathways:** Create roadmaps for students describing the steps that need to be completed and at what times, e.g., for Transfer, Degrees, Certificates, etc.	Transfer Center Faculty	June-July Spring & Fall 2014
3. **Check-in:** Establish a marketing campaign for seeing a counselor. (e.g., "this time in the semester." "having trouble with a class?" "dropping a class?" "You need an SEP")	Counseling	On-going
4. **Career Course:** Explore field of interest specific career classes (e.g., careers in STEM, careers in Social Sciences, etc.)	Counseling Faculty	Fall 2014
5. **CTE Programs:** Post workforce program flow charts on web.	CTE Departments	Summer/Fall
6. **"One Community-One Read":** Conduct focused reading initiative where all of the campus reads a particular book with activities, speakers, forums, team teaching, visuals of the content, etc.	Faculty	Fall
Benchmark Assessment Measure: **#3 Degree Completion** **#4 Transfer and #4a UC/CSU Transfer** **#5 Certificate Completion** **#6 Licensure Pass Rate**		

VALUED

4. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.

Activities	Who's Responsible	Timeline
1. **Early Alert:** Conduct early alert with intentional interventions and develop a formal progress report.	Faculty Counseling	Fall/Spring
2. **Student and Teacher Interaction:** Require all students to meet with their faculty member at least once.	Faculty	Fall/Spring
3. **Services:** Implement an email nurturing campaign promoting services based on the courses students are enrolled. (e.g., "We see you are taking math or English, did you know free tutoring of two hours per week is available?")	PIO Center	Fall/Spring/Summer
4. **New Students:** Ask who the new students are in the class and provide information on services available to help them succeed.	Faculty	Fall/Spring/Summer
5. **Professional Development:** Conduct incentivized faculty development on student support services.	Faculty CIETL	Fall
6. **Shared Stories:** Develop student, faculty, and staff perspectives campaign on students' stories. (e.g., banners, website, murals)	PIO	Fall/Spring/Summer
Benchmark Assessment Measures: **#1 Successful Course Completion** **#2 Fall-to-Fall Persistence Rate**		

NURTURED

6. Students will engage in courses and experiences designed to broaden and deepen their learning.

Activities	Who's Responsible	Timeline
1. **Service Learning**: Work with faculty to develop a service learning program with possible mentoring program.	Dean, ALL	Spring
2. **Habits of the Mind**: Conduct a habits of the mind program with monthly topics that everyone embraces.	CIETL	Fall
3. **Experiences**: Encourage internships, field trips, lecture series, inquiry based learning.	CIETL Faculty	Fall
4. **Taste of the Classroom**: Conduct opportunities for students to learn about the next courses they need to take (similar to the Fashion Design and Merchandising Luncheon program).	Faculty	Fall
5. **Student Success Team:** Create a campus-wide student success team to provide information on ways to improve what we do.	Basic Skills Committee Center for Student Life and Leadership Development	Fall
6. **Student Success News**: Create a publication to focus on student success and provide the campus with ideas on what they can do to improve it.	VPSS Center for Student Life and Leadership Development	On-going
Benchmark Assessment Measure: **CSSEE Survey** **12h, 12j, 12k, 12l, 12m, 12n, 12o**		