

**AQIP Action Project 2:
Student Success Committee
Annual Update
Draft**

1. Describe the past year's accomplishments and the current status of this Action Project.

During the first year we established a definition of Student Success at Heartland Community College. The definition was derived from two focal points, the institutional perspective and the student perspective. Since the process of examining student success was approached around these two perspectives, two sub-teams of the student success committee were formed. Each sub-team provides research data that Heartland can use to address in the areas of intake processes of advisement, registration, course placement, and new student retention. A literature review was conducted to reference best practices as a foundation in determining the most effective methods of approaching student success.

The Institutional Perspective sub-team has developed Course Placement and Registration components. The Course Placement component is designed to measure success of the student based on how the student was placed into their first English, Mathematics, or Reading course during their first year at Heartland Community College; research data related to course placement will be collected. The Registration component is designed to observe the relationship between the two different stages of registration (open and late registration) and student success for students registering for classes during their first semester at Heartland Community College; research data related to registration and new student retention will be collected.

The student perspective sub-team developed an instrument to collect data of student success from a student's perspective. The survey provides for outcome measures and indicators that address the degree to which students feel they are meeting their goals and the degree to which they feel HCC has assisted them in meeting their goals. To refine the student survey, three focus groups were conducted. The North Carolina State University College of Education Student Success Plan is being used as a suggested model for developing student individual goal sheets.

2. Describe how the institution involved people in work on this Action Project.

Team members volunteered from a wide range of college areas including advising, faculty, administration, and clerical. Many members are motivated because they have a passion

toward advancing student success. To maintain active involvement among members, the team meets at least once a month, and the sub-teams meet at least once a month; members are given assignments for the next meeting. The Action Project Team provides progress reports to the AQIP coordinating committee following each team meeting.

3. Describe your planned next steps for this Action Project.

Institutional Perspective: During the Fall 2007 and Spring 2008:

1. The Course Placement and Registration components will be completed;
2. Collaboration with the Institutional Research folks (i.e., Dana Rosenberg) will continue to ensure the methods developed to collect the research data will measure what is intended to be measured and the data can be collected;
3. A method of presenting the results will be developed; and
4. A pilot study will be performed.

As time permits, the process of collecting the research data will be revised.

Student Perspective: During Fall 2007 and Spring 2008:

1. The process of compiling data from the survey and focus groups for developing indicators and outcome measures is being conducted.
2. The indicators will be recommended as possible agents to use in the development of individual student goal sheets as a part of their academic success plan.
3. The committee will work very closely with Student Services in developing goal set recommendations.
4. The committee will work closely with Institutional research to ensure proper data collection and interpretation.

Describe any “effective practice(s) that resulted from your work on this Action Project.

One of the major benefits of this Action Project is observing the similarities and contrast between the student’s perspective and institution’s perspective of student success. It is natural; it is acceptable to have some differences; however, the team (which consist of the student and the institution) need to have common perspectives of student success. Therefore, communicating the institution’s perspective of student success to the student, and gaining knowledge of the student’s perspective of student success is important.

Perhaps some of the helpful practices we have implemented are:

1. Performing a literature review, with special attention to “Best Practices”;
2. Consulting with areas of the college affected by this Action Project;
3. Encouraging and motivating team members to be actively engaged.
4. Incorporating student feedback into the AQIP process by having students join teams or give input through surveys and focus groups is enlightening and important to the process.

4. What challenges, if any, are you still facing in regards to this Action Project?

Receiving knowledge, wisdom, and guidance from our Action Team AQIP Process Resource, and folks from Student and Academic Services has been a blessing. Members dwindle based on work priorities. Therefore keeping a stable committee of a full range of campus departments is difficult. Also keeping it simple and directed toward stated goals can be daunting with so many passionate members who want to cure all.

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