



STUDENT SUCCESS ACTION PLANS

*University of Nevada, Las Vegas
University of Nevada, Reno
Nevada State College
College of Southern Nevada
Great Basin College
Truckee Meadows Community College
Western Nevada College*

University of Nevada, Las Vegas
Student Success Action Plan

UNLV Student Success Action Plan

Introduction

UNLV has established ambitious goals for student success as part of the Top Tier Strategic Plan, which are the basis for the target outcomes presented below (Table 1).

Table 1: Target Goals

Metric	2020	2021	2022	2023	2024	2025
First-Year Persistence	79.9%	80.7%	81.8%	82.9%	84.0%	85.0%
Six-Year Graduation						50.0%
Students Conferred Awards	5,733	5,877	5,977	6,074	6,178	6,279

To reach these goals, we need to significantly increase our investment in the support structures necessary to enhance the success of our students. Essentially, UNLV has many high-need students with limited student support infrastructure. First-generation, low income, and students from traditionally underrepresented racial/ethnic backgrounds collectively comprise more than half of each incoming class. We recognize that the strategies we used in the past are not adequate to ensure success for our current student population. Indeed, the first-year retention and 6-year graduation rates for these student groups lag behind the averages for our first-time, full-time cohort and well behind those for students who are not part of these categories (Table 2). To meet the target goals outlined above, we must greatly reduce or eliminate these achievement gaps.

Table 2: Current UNLV Retention and Graduation Rates

Student Group	Fall 2017 Headcount	Fall-to-Fall Retention	6-year Graduation (2012 Cohort)
African American, Hispanic, American Indian, Native Hawaiian, and 2 or more races	2119	72.1%	37.8%
Pell Recipient	1,589	75.0%	40.4%
First Generation (neither parent attended college)	1,175	72.5%	39.4%
Remaining Students in First-Time Full-Time Cohort	1,588	81.1%	48.8%
Full First-Time Full-Time Cohort	4,048	75.9%	42.9%

Identifying At Risk Students

UNLV has developed multiple analytic strategies to identify students at risk for attrition based on institutional data and on national best practice. Our institutional research has suggested that certain characteristics that are known at the time of admission (e.g., low ACT/SAT scores, Pell eligibility, having graduated from a persistently low-performing high school) increase students' overall risk for attrition. Risk increases incrementally for each additional factor up to three and increases sharply thereafter. Thus, we identify students who are admitted to UNLV with three or more Pre-College Risk Factors as "at risk" and have developed interventions for this group of approximately 1,500 freshmen each year. UNLV has also adopted Education Advisory Board's student success management platform, Navigate. The platform uses a model built from UNLV's historical data and students' registration and course completion behavior to predict an individual student's likelihood of graduating from UNLV. It assigns each student a risk category: low (green), moderate (yellow), or high (red). Currently, about 20% of our

undergraduate students are classified by this model as high risk. Risk levels are visible to advisors and are used, along with other factors, as the basis for targeted outreach and intervention campaigns.

Actions Taken

Over the past several years, we have launched a number of student success programs and initiatives. In 2012, UNLV incorporated first-year seminars as a General Education requirement for all first-time, full-time freshmen. Students who successfully complete this course in the first year are retained to the second year at a rate 19.8% higher than those who do not complete it.

The Academic Success Center has also expanded the number of courses for which it offers supplemental instruction (SI) and the availability of success coaching. Of the nearly 700 students who participate in supplemental instruction each semester, 75-79% earn passing grades in the course for which SI is offered. Success coaches are available to all students and also work with special populations to help them master critical college success skills. More than 80% of students who work with a success coach persist to the next semester.

Additionally, we have implemented some of the Complete College America (CCA) game changer strategies, including 15 to Finish and Math Pathways. All first-time freshmen are administratively enrolled in 15 credits. From fall 2012 to fall 2015, the number of UNLV degree-seeking undergraduate students, ages 18-24, who enrolled in at least 15 credits per semester increased by 54%. As a result of implementation of Math Pathways, completion rates for gateway math courses increased by nearly 14 percentage points from 2013 to 2016. Through our participation in the CCA Metro Momentum Pathways Project, in partnership with CSN and NSC, we will scale these strategies to reach larger numbers of students and engage with our academic units to implement additional game changer strategies. Though these interventions have realized enrollment and math completion gains, they are designed ultimately to improve graduation rates. Thus, because these interventions were implemented in 2014-2015, we expect to begin to see their impact on graduation rates in 2019 and beyond.

We have also implemented EAB Navigate, which is now used by all advising centers to schedule appointments, keep advising notes, and run intervention campaigns. We have also used Navigate to engage faculty, the UNLV Academic Success Center, and other campus academic support units in Early Alert campaigns. A recent study completed by the UNLV Department of Educational Psychology and Higher Education suggested that providing students with traditional midterm grades did not significantly improve final course grades, likely because the resulting interventions, such as success coaching and tutoring, occur too late in the term. When we replaced traditional mid-term grades with Early Alerts, we found that students' use of support services increased dramatically (40 percentage points), as compared to traditional mid-term grades. Over the next three years, we will expand our coordinated care network to include other support units, further engage faculty, and refine the predictive model in the Navigate platform.

UNLV's Action Plan

UNLV's Deans and Executive leadership have been presented with a framework that makes it clear that student success is the foundation of our Top Tier vision, that every member of the UNLV community is responsible for student success, and that our efforts must address all areas of the student experience. The colleges have been charged with creating or revising strategic plans, aligned with the Top Tier Strategic Plan, that address each of the following areas:

- Curriculum
- Co-curricular Activities

- Instruction
- Student Support Services

Though some student success initiatives in each of these areas will be managed centrally, it is important that each college develop faculty-driven initiatives that align with central initiatives, meet the unique needs of their students, and promote accountability at the college level.

Identifying Bottleneck Courses

Thus, rather than prescribing certain activities at the college level, the Office of the Executive Vice President and Provost, in collaboration with the Office of Decision Support, will provide colleges with historical data, broad recommendations, and best practices. For example, in the area of curriculum, colleges will be provided with results of a recent analysis of curricular complexity carried out by the University of New Mexico's Innovation Academy. The analysis gives each academic program a complexity score, benchmarked against the institutional average and against other institutions whose programs have been analyzed. It also identifies "blocker" courses, which serve as pre-requisites for multiple other courses in the curriculum. In addition, colleges will be provided historical data on D/F/W/I rates and enrollments for the required courses in their programs. These data will be used to identify bottleneck courses that hinder students' progress through degree programs.

Criteria for Identifying Bottleneck Courses:

- top "blocker course" identified in curricular complexity analysis for the program, where a blocker course is defined by the number of courses that are dependent upon it being passed, either as a direct pre-requisite or within a chain of multiple pre-requisites.
- average D/F/W/I rate greater than 25% at least three times over the past five academic years
- enrollment $\geq 98\%$ of cap for each of the past four academic terms when course was offered
- enrollment ≥ 100 students for each of the past four academic terms when course was offered

When a course meets two of the four criteria, the college/department will be asked to review the data, examine the course structure, instructional practices, and instructional capacity, and prepare an action plan to increase the number of students who are able to enroll in and successfully complete the course. Departments will be offered support for course redesign, faculty development, and building instructional capacity. This strategy has already been employed successfully at UNLV to improve pass rates in MATH 120 and COM 101.

Interventions and Support Services for At-Risk Students

We have examined student success initiatives and support programs at peer and aspirational peer institutions that have made significant gains in retention and graduation rates in recent years. Examples include Wayne State University and Georgia State University, both of which serve large populations of low-income, first generation, and underrepresented minority students. Both have also demonstrated significant increases in six-year graduation rates over the past decade. These institutions have made substantial investments in support networks that help historically underrepresented students navigate the transition to college, provide them with early, positive experiences and timely information, and intervene at critical points in the student life cycle. These networks include academic advisors and other student support professionals, as well as peer mentors, who work in concert to provide holistic support. Cooperation is facilitated by widespread use of a student success technology platform.

We propose a similar program that would build on UNLV's existing academic advising and Academic Success Center resources and our investment in the EAB Navigate platform. Our data suggest that

advising makes a difference; the retention rate for UNLV freshmen who participate in a second-semester advising appointment is 12% higher than for freshmen who are not advised. However, current caseloads for UNLV advisors do not allow for every student to be advised each semester. The proposed program will combine high-touch, proactive advising and peer mentoring for all incoming freshman, including more intensive focus on the needs of first-generation, low-income, and minority students. The investment in advising positions at the freshman level will allow existing advisors to focus on the needs of students at later points in the student life cycle and engage in intensive graduation campaigns.

Advising and Student Outreach Plan

Advisors in the new program will be distributed across the UNLV college advising centers, but will undergo initial training and ongoing professional development and accountability under supervision of a central Director of First-Year Advising. These advisors will have small student caseloads (<250 vs. our current average of 578), which will allow them to have more frequent one-on-one contact with students at critical junctures. The first-year advising experience will emphasize academic purpose, agency, and belonging. Advisors in the program will be expected to use the EAB Navigate platform, along with other data sources, to monitor their students’ progress and indicators of risk and intervene at pre-defined points or any time a student drifts off course.

All advisors will be trained in proactive advising practices, and the Office of the Vice Provost for Undergraduate Education will work with the college Advising Directors to develop appropriate standards of practice. These standards will be incorporated into advisors’ annual evaluations, as well as the centralized recommendation process for promotions. Though the exact metrics used will be developed in collaboration with Advising Directors, such metrics might include contacts per student or percentage of students who engage in desired behaviors (e.g., attend tutoring, register for next term, or apply for graduation).

Each advisor will work with a team of peer mentors, predominantly first-generation, low-income, or minority sophomores and juniors. Mentors will participate in an intensive summer training institute and will engage in leadership development workshops throughout the academic year. They will be matched with mentees based on demographic background and major. Each mentor will work with approximately 15 mentees and will be expected to meet with each mentee either informally or in structured group programs at least bi-weekly. Mentors will also participate in monthly meetings with the Peer Mentoring Coordinator and their assigned first-year advisor to report on their interactions with mentees, discuss questions or concerns, and plan for future mentor/mentee contacts. Peer mentors will be compensated as hourly student workers and evaluated on the basis of interactions with mentees, mentee surveys, and a standard evaluation completed by the first-year advisor to whom they are assigned. Those who receive exemplary evaluations will help to train subsequent cohorts of mentors.

Table 3: Collaborative Roles for First-Year Advisors and Peer Mentors

Advisors	Mentors
Provide pre-orientation programming for incoming students in the target population	Make resource referrals to Academic Success Center, CAPS, etc.
Perform administrative enrollment for first and second semesters	Help advisor to “triage” students at high-demand times
Support major selection and career exploration	Model college success skills
Assist student in creating personalized, semester-by-semester plans of study	Help students navigate common academic policy and procedure questions
Support academic goal setting and action planning	Facilitate workshops, information sessions, and focus groups/interviews for mentees

Use data and collaborate with faculty and mentors to provide strategic and timely interventions	Support the campus engagement of mentees to help foster a sense of connection to peers and to UNLV
Close the loop on mentors' resource referrals	

In our examinations of similarly situated institutions that have made great strides in overall student success and in closing achievement gaps, it has become clear that these institutions have made significant investments in student success programs. The annual investment necessary to implement the intensive first-year support program outlined above is presented in Table 4.

Table 4: Projected Investment in Intensive First-Year Support

	Estimated Annual Cost: Year 1
Professional Salaries (including fringe)	
Director of Freshman Advising	\$ 105,000.00
First-Year Advisors (20)	\$ 1,300,000.00
Peer Mentoring Coordinator	\$ 70,000.00
Wages	
Peer Mentors (Hourly)	\$ 620,000.00
Operating	\$ 140,000.00
Total	\$ 2,235,000.00

Current Data Benchmarks

Comprehensive Progression Data: UNLV will examine progression of the cohort through each semester:

First-year Retention – 75.9%
 Second Year Retention – 63.8%
 Third Year Retention – 60.1%
 Four Year Graduation – 17.1%
 Five Year Graduation – 36.0%
 Six Year Graduation – 42.9%

Additionally UNLV will disaggregate these metrics by risk categories (first-generation, low income, minority; see Table 2).

D/F/W/I Rates in Bottleneck Courses: Initially the university will provide remedial course benchmarks, with plans to expand to other bottleneck courses:

MATH 95: 23.7% (Fall 2017)
 MATH 96: 39.4% (Fall 2017)
 ENGL 101E: 15.1% (Fall 2017)

Percent of first time full time cohort enrolling in 15 credit hours:

Fall 2017: 72.4%
 Spring 2018: 59.7%

University of Nevada, Reno
Student Success Action Plan

UNR: Achieving Student Success Goals Action Plan

1. *Identifying Bottleneck Courses*

Bottlenecks in General Education Curriculum: The general education mathematics and English requirements are two points in the UNR curriculum that we have identified as the early hurdles in a student's path to degree completion. To address these bottlenecks, UNR has implemented several initiatives to promote early student success.

- **Co-requisite Math and English Courses:** We have adopted co-requisite courses that incorporate a review of developmental subject matter into college-level math and English courses. We have found that these courses allow both higher rates of student success and more rapid progression through our general education curriculum.
- **Math Accuplacer Tutoring:** The UNR Tutoring Center provides tutoring services to incoming students who, due to poor entrance-exam scores, place in remedial or lower-level math courses. This early tutoring intervention has been highly successful with greater than 50% of participants scoring high enough on the Math Accuplacer test to enroll in the higher college-level math courses. Further, these students have success rates in their math classes that exceed institutional norms.
- **Early-Grade Reporting:** We have initiated an early-grade reporting system that alerts instructors and advisors of students who are doing poorly in their math courses within the first few weeks of the semester. At-risk students are then directed to the appropriate support services and given the opportunity to enroll in "late-start" math courses that are better aligned with the student's current abilities.
- **Continuous Math and English Enrollment:** UNR has implemented the NSHE policy requiring continuous math and English enrollment. We implemented a drop consent requirement that ensures that all students reach out and speak with an advisor to get permission before dropping a general-education math or English course. This requirement has led to a decrease in the premature withdrawal of at-risk students from courses before they seek tutoring support in math and English. Because of this initiative, students complete their general-education math and English requirement in a more timely manner.
- **NevadaFIT Math:** Math is being used as anchor courses for our NevadaFIT academic boot camp for incoming freshmen. NevadaFIT participants get exposed to lectures, homework, and exams in simulated math course that they will take in the fall, which ranges from remedial math to Calculus III. NevadaFIT participants consistently perform better in their math classes than students who don't participate. Surprisingly, the most positive impacts are on students enrolled in calculus classes.
- **Nevada PASS (Peer-Assisted Study Sessions):** This program is part of an international system of Supplemental Instruction (SI) programs designed to help students in traditionally difficult classes, including Math. PASS leaders are chosen for their understanding of the class material and their ability to relate to students. PASS leaders attend their assigned PASS class, provide four hours of facilitated sessions for students in the class, work closely with the instructor and University Tutoring Center (UTC) supervisors, and provide reviews before exams. PASS leaders are guides, so they are trained to facilitate active sessions where students have to work. PASS leaders explain

concepts in short bursts, rather than in lecture format. This active format ensures students can do the work by themselves so they are better equipped for exams.

Bottlenecks in Major Specific Curricula: UNR subscribes to the Educational Advisory Board's Student Success Collaborative (SSC) analytics platform. SSC utilizes historic student-performance data to identify bottleneck courses, known as "success-markers", in every major. In success-marker courses, student grades are strong predictors of student success. If a student's grade in a particular success-marker class falls below a designated threshold, the system sends an automatic alert to the student's academic advisor, who subsequently intervenes with the student and initiates a corrective plan of action. Departments have identified success-markers for the early, middle, and late stages of all major degree program curricula. UNR is confident that SSC will allow advisors and faculty to identify and better serve at-risk students.

Enrollment Bottlenecks: Due to increased student enrollment, UNR carefully monitors course capacities to prevent enrollment bottlenecks that could impede a student's progression to graduation. The university advising staff and the UNR Institutional Analysis Office monitor course enrollments throughout the registration period prior to each semester and communicate the identity of overprescribed courses to the appropriate department and college. When possible, departments increase course capacities through room scheduling changes or through the offering of additional course sections. In cases when additional resources are needed, the Provost's Office provides emergency funding to support increased course capacity. UNR adjusts college and departmental instructional budgets annually to ensure that we address enrollment growth in future semesters.

2. *Interventions and Support Services for At-Risk Students*

The highest population of students who withdraw from the university is the students who are having academic difficulty. Approximately 40% of those students who fall under academic probation (<2.0) do not return the subsequent term. With this population, we have the following interventions in place:

- Academic advising hold placed on students who fall under academic probation
- Academic Success Conference required for students on probation and living in the residence halls
- The Math department is piloting early grading to allow students who are struggling early in the semester to switch to another section and restart the course without penalty.
 - Part of this intervention includes referral to the Math Center for academic support
 - This referral will be integrated into the Student Success Collaborative to be able to determine student follow-up to care campaigns
- All three tutoring offices (Tutoring, Math, & Writing/Speaking) will be integrated into the Student Success Collaborative to better coordinate care for students struggling with academics.

- Beginning in January, 2019, we have modified the process of notifying students who are being placed on academic probation. We will no longer use a sterile, stark notification that comes from the registrar's office. Instead, students will receive a preliminary notice from the provost informing them that they are being placed on academic probation and encouraging them to work with their advisor and take advantage of university resources as they move back to good standing. The deans of colleges/schools will send a follow-up message directing students to specific advisors and academic resources, with a strong tone of encouragement that we believe in their ability to be successful.

In regard to general student support services to aid in student success for all students, both at-risk and the general student population, the university has implemented several programs to address overall student success. These initiatives include:

- Pennington Student Achievement Center: the William N. Pennington Student Achievement Center opened in February of 2016. At the site of the institution's previous library, the new building was created with student support and collaboration in mind. The building now houses the Writing & Speaking, Tutoring, and Math Centers as well as the Disability Resource Center, Nevada Career Studio, Counseling Services, Veterans' & Military Center, University Advising Center, and the Meditation & Reflection Rooms. The last office is our Academic & Opportunity Support Programs, which includes several programs to help with underrepresented populations at the university such as Gear Up, TRiO, McNair, and First in the Pack programs.
- 30-to-Complete: Originally a "15-to-Finish" program by way of the NSHE initiative, we rebranded this initiative to encourage students to take 30 credits per academic year to keep them on track for graduation. Part of the rebranding was a limit to allocating state and institution aid based on student enrollment in 15 credits for a semester, rather than the traditional 12 credits. The optics of this rebranding created more of a supportive and added value to the program rather than being a punitive requirement as viewed previously by some students and faculty.
- The institution has been growing its NevadaFIT program as well. The 5-day Freshman Intensive Transition (FIT) began in 2013 with 48 Biology students. It has grown each year, and the fall of 2018, 1620 students participated and FIT programs have been established in all colleges and schools. We expect 2700 participants in the fall of 2019, when the Colleges of Business, Education, Engineering, CABNR, and Science will make NevadaFIT a requirement for all new freshmen. NevadaFIT has been shown to significantly enhance retention, course performance, and graduation rates. In the November of 2018 it was recognized by the APLU as one of five national "Degree Completion Award" finalists. Going forward, we anticipate that all entering freshmen will participate in NevadaFIT beginning in the fall of 2020.

Finally, in partnership with the Association of College and University Educators (ACUE), UNR is providing a formal course on best practices in teaching. Currently

in its second full year of implementation, the ACUE class is required of all new faculty. Approximately 100 faculty participate in the year-long course.

3. *Advising and Student Outreach Plan*

The approach to academic advising has become more consistent over the years with continued efforts to align the approach to advising across campus. Here are some of the completed and planned approaches:

- Adoption of the Student Success Collaborative (SSC) to more centrally house notes about advising appointments and to provide analytics to create proactive advising:
 - Student-facing appointment scheduling will be implemented in Spring 2019 using the SSC platform (this was previously not possible because of accessibility limitations).
 - Advising practices can be more easily standardized now that tracking can take place through data collected through the SSC.
 - Continued minimum 1st-year mandatory advising for freshmen.
 - First-semester advising for new transfer students. Most colleges meet with transfer students before they come to the university to help maximize the applicability of their transfer coursework to their degree.
- Advisor listserv currently disseminates new/updated information and opportunities over the listserv to all advisors on campus.
- Central coordination of academic advising webinars through NACADA.
- We are developing plans to create a more formal professional development program for academic advisors and to evaluate their effectiveness.
- Addition of academic advisors toward a 350:1 ratio of students per academic advisor.

With the increased usage of the SSC, one of the key changes is a more proactive approach to reaching out to students. Reasons for the new outreach include:

- Reaching out to high-credit seniors to develop an individual pathway to completion.
- More specific probation student campaigns.
- Reaching out to high achieving students who could be used for peer to peer programs.
- Better identify students falling in the “murky middle” (those student who are not on probation, but not at the academic level indicative of success).

UNR will be participating in the National Research Mentoring Network in order to provide mentor training for graduate-student advisors.

4. *Data Benchmarks*

Several institutional metrics will continue to be evaluated to monitor student progress and the effective of advising:

- First-year retention metrics (Institutional Analysis)
 - Fall-to-Spring cohort retention

- Fall-to-Fall cohort retention
 - Retention trends for specific demographic groups (e.g., ethnicity, 1st generation, and Pell students)
- 4- 5- and 6-year graduation rates of undergraduate students
 - Power BI dashboards
 - IPED Reporting
 - Common Data Set
- Graduation rates of graduate students
 - 3-year graduation rates for masters students
 - 6-year graduation rates for doctoral students
- Annual student academic advising satisfaction survey (Assistant Vice Provost)
 - Academic Advising Survey
- Annual student outcomes survey (Career Studio)
 - Alumni Survey

Nevada State College
Student Success Action Plan

Student Success Overview

At Nevada State College, student success is the bedrock of our mission and our foremost institutional priority. It is at once a challenge and a tremendous opportunity, and we are galvanized by the rare privilege of building a college from the ground up to serve a largely first-generation and historically under-represented population. Our greatest aspiration is to serve as a model for other institutions that are evolving to meet the shifting landscape of higher education, particularly in regards to ever-growing numbers of first-generation and under-represented student populations. Our pursuit of this opportunity manifests in a number of ways, but several over-arching strategies define our most important work:

- *Superb Learning Experiences* – great teaching and learning is the cornerstone of the college, and it is buoyed by small class sizes, creative teaching practices, and rich educational experiences.
- *Robust Assessment & Evidence* - much of our best work is characterized by a union of innovation and evidence-based practices, the latter of which is roundly supported by a nationally-recognized institutional research framework; our interactive [IR dashboards](#) provide access to virtually every data point collected by the college, and act as a way post for many of our decisions and strategic pursuits.
- *Integration of Academic & Student Affairs* – we have learned that for our student population, the most effective programs and initiatives are likely to be those that integrate curricular and instructional efforts with proactive student support, including that which promotes good academic behaviors, a strong sense of community, and feelings of inclusion and belonging.

Bottleneck Courses – the Challenges

Through the regular assessment of institutional performance, and in the interest of maximizing positive student outcomes, we have identified two overarching types of bottlenecks: 1) “Logistical Bottlenecks” where students struggle to get the class they need when they need it, as exhibited in internal data and a comprehensive survey of non-retained NSHE community college students (Gallion, 2016); and 2) “Academic Performance Bottlenecks,” where students have broad access to a course but struggle to perform at a satisfactory level. The latter is a more commonly referenced issue in the student success literature, particularly in areas such as gateway math and science courses, but the former is a concern for NSC as well.

We typically identify Academic Performance Bottlenecks by looking for courses with high comparative enrollment and high DFWI rates. This analysis can be conducted, at any time, through our [Institutional Research dashboards](#), and the data can be disaggregated by a host of variables, including demographic factors that would reveal equity gaps. Identifying Logistical Bottlenecks is less straightforward, but multiple lines of evidence suggest that this is a challenge for our institution. In comprehensive student surveys conducted for our Board-mandated Program Review process that evaluate many different facets of the college, students consistently ask us to help them “get the courses I need when I need them.” Moreover, this challenge extends throughout NSHE – in a survey of over 2,000 non-retained community college students, providing a more amenable schedule was listed as the #2 thing institutions can do to help them stay in school.

Bottleneck Courses – Improvement Steps

Academic Performance Bottlenecks – our general strategy for addressing this issue is one of vigilance coupled with a multifaceted approach that marshals improvements in curriculum, instruction, and academic support. Specifically:

1. Each fall, Institutional Research furnishes a report for the Provost’s internal team and the academic deans that highlights course that have elevated DFWI and enrollment rates (deans and other stakeholders also will be encouraged to conduct this analysis at any time via the IR dashboard)
2. Members of the provost’s office will work with relevant stakeholders to identify viable solutions for the targeted bottleneck courses. These solutions can include:
 - a. Curricular redesign
 - b. Changes to course modality (e.g., online, in-person)
 - c. Academic support elements (e.g., supplemental instruction)

We already have at least one successful blueprint for ameliorating critical gateway courses (e.g., college math and English) via the aforementioned method. The work generally integrates three over-arching factors: 1) redesigned, student-focused courses; 2) embedded and/or intrusive peer support; and 3) the establishment of curricular consistency across multiple sections of the same course. This framework largely stems from our role as a founding institution in the *Gateways to Completion* project, along with guidance and data provided by the System Office regarding gateway courses. To enhance student success in the identified gateway courses, faculty first redesigned the curriculum in accordance with instructional best practices, incorporating more active learning elements, frequent assessments, and course content that resonates with student interests and potential career pathways. For example, our core math course eschewed traditional algebra content (an oft-maligned “bridge to nowhere” for students who never take calculus) in favor of course modules that focus on statistics, probability, and core math concepts that are more likely to be applied by students in their lives and careers. This curricular overhaul was then paired with an embedded peer support model where more experienced students sit in on the class sessions and provide tutoring, mentoring, and supplemental instruction to their peers. This hybrid role, referred to as a “Course Assistant,” has yielded very encouraging results (as shown in Figure 1), and the positive impact is often as strong or stronger among first-generation and under-represented students. Owing to this, the initiative has been featured in the *Chronicle of Higher Education* and a book chapter in *New Directions of Higher Education*.

Overall, our work on eliminating bottlenecks has been associated with meaningful gains in student success. The foremost bottlenecks identified in 2014 have, in several cases, been significantly mitigated. Moreover, as illustrated in Figure 2, overall DFWI rates at the College have declined, which may be tied directly to our work on these challenging courses (which, in turn, frees us up to focus on new bottlenecks).

Logistical Bottlenecks – In 2018 we piloted an improved course scheduling grid that takes advantage of six-day per week creative scheduling options. Moving forward, the following steps will help us identify Logistical Bottlenecks and implement further means of improvement:

- Through institutional research, address courses that are being offered insufficiently and/or are not being taken by students in a timely fashion
- Collect information regarding student scheduling needs – with help from our newly implemented Course Scheduler platform – to provide us with better information regarding when courses should be offered
- Explore creative scheduling that leverages online offerings, hybrid courses, and low-residency courses that require students to visit campus only a small number of times per semester. Where in-person modalities are deemed to be most conducive to student success, we need to consider offering more sections but at a lower enrollment per section to ensure that students with different needs have a viable pathway to graduation
- Refine our degree pathways to chart the semester-by-semester sequence of courses that students should take, both for first-time NSC freshmen, and in conjunction with CSN for transfer students.

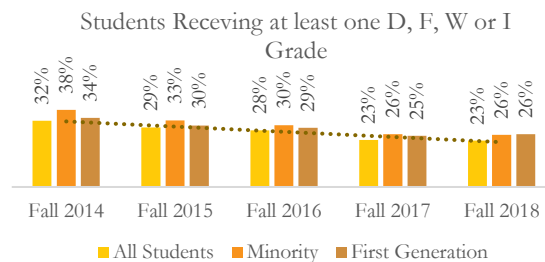
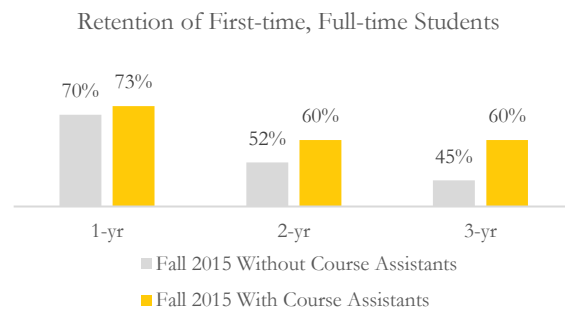


Figure 2

Retention & Persistence

We have strived to improve retention and persistence rates since our inception, and several initiatives in recent years have produced promising results (see Figure 3 below for overall retention gains). The nature of

these efforts varies, but many are united by the core strategies outlined at the beginning of this document. Representative successes include:

- *The Nepantla program* – the initial cohort in this program, consisting mainly of historically under-represented students, has already achieved a **5-year graduation rate of 38%**, which is more than double the 6-year rate for other IPEDs students.
- *The Gateways to Completion Project* – as noted in Figures 1 & 2, this comprehensive program has significantly promoted student success in critical gateway courses.
- *The TRiO Student Support Services program* – since its inception in 2014, this program that exclusively supports low income and/or first-generation students has achieved 1-year retention rates of 87% for the first-time, full-time students who started with this program in Fall 2015 and Fall 2016.
- *Academic support services Academic support services* – utilization of our Academic Success Center and Writing Center has been associated with retention gains of 18% to 31% in the last three years, and like many of our interventions, has had a meaningful positive impact on under-represented and first-gen students.

Moving forward, we are working on a comprehensive institutional strategic plan that will address these challenges by expanding/improving existing successful efforts and by adding entirely new personnel, resources, and programs that enhance student outcomes. Unfortunately for the purposes of this action plan, this strategic plan is not slated for completion until early summer 2019, with a planned presentation to the Board of Regents at the September 2019 meeting. In its present stage, the strategic plan is guided by the theme “Delivering on the Promise” and aims to demonstrate how Nevada State College is fulfilling the mission for which it was founded. The plan addresses over-arching goals related to the following five themes:

- *Students* – Promote the success of all aspiring students by offering an excellent and affordable education complemented by superb academic support, engaging student life opportunities, and reliable pathways to degree attainment.
- *Organizational Culture* – Cultivate a workplace culture defined by empowerment, support, recognition, and collegiality. Develop and implement policies that guide the key functions of the institution.
- *Curriculum & Instruction* – Develop academic programs that provide knowledge, skills, and values with the potential to transform students’ lives and enrich the surrounding community.
- *Growth & Capacity* – Grow the college through strategic enrollment management, expansion of the physical campus, and robust institutional advancement campaigns that guide the key functions of the institution.
- *Community Engagement & Economic Development* – Expand community partnerships, improve alumni relations, and forge stronger relationships with critical area businesses and organizations.

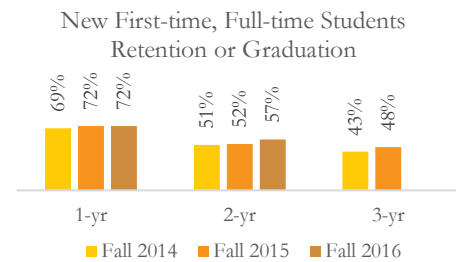


Figure 3

Following an extensive process to gather input from internal and external stakeholders, campus leaders, faculty, and staff are cultivating a list of initiatives and projects that correspond to these themes and will guide the institution through the next seven years of our growth and development. In the realm of retention and persistence, potential focus areas, based on existing evidence and campus conversations, include the following, and each one consistently accounts for the population of students we serve:

- Address alternative degree pathways for our large pre-nursing population
- Improve financial aid literacy and monetary support
- Expanded academic support offerings
- Enable more intrusive advising
- Implement new peer mentorship program

In developing these projects, we are keenly attuned to the needs of our students in academic areas (e.g., effective instruction; compelling content), community and support areas (e.g., tutoring; social belonging), and practical areas (e.g., financial aid; sound degree pathways).

Interventions & Support for At-Risk Students

Given our institutional mission, a large contingent of NSC students could be defined as “at-risk,” based on common definitions, and thus support for these students is written into the very DNA of the college. Virtually everything we do – from the great teachers we aspire to hire, to the design of high-tech classrooms that physically cannot exceed 40 students, to the nature of our advising and financial aid support structure – has been cultivated to facilitate the success of our student population. In describing the continued expansion and improvement of our interventions and support for students in need, it is helpful to define two categories of “at-risk.” First, there are students who can be deemed “at risk” based on evidence-based “pre-college” indicators. Next, students also can be defined as “at-risk” after entering the college based on a variety of factors, with the foremost being poor academic performance (typically, a semester or cumulative GPA below 2.0).

Pre-College “at-risk” – Sound [external evidence](#) and our own internal data indicate that support interventions for students who possess “at-risk” characteristics prior to entering college should be aspirational in nature. In fact, even though the relevant literature often defines these students as “at-risk” because of certain characteristics (e.g., first-generation status, minority ethnicity), we operate from an *asset* perspective that recognizes the strengths of these individuals and their ability to match or surpass the achievements of *any* student. To help set the stage for this level of success, our efforts to support these students begin before they ever set foot in their first classroom, and are well-integrated throughout different mutually interdependent parts of the campus. Our own Nepantla program is a strong representative example of this approach, but it is relatively small in scale. Our efforts to broaden this level of support include:

Expanded new student orientation – expand student orientation to foster a strong sense of campus community and inclusion while also better preparing students for the path ahead.

Peer leadership – introduce robust peer mentorship program that fosters increased engagement with student life, a stronger sense of belonging at NSC, and a greater utilization of campus resources.

Proactive and intrusive advising – leverage advising and a robust student management platform to encourage good behaviors among students (e.g., timely enrollment in the right courses) and intervene to help students before it is too late to facilitate their success, including referrals to resources such as professors, the CARE team, wellness counseling, and academic support (e.g., tutoring).

College academic & behavioral determinants – Students who are deemed at-risk based on indicators that emerge once in college – including poor academic performance and behavioral concerns – will mostly benefit from the factors already noted above, particularly the advising component. However, they also will be the target of other initiatives, including but not limited to:

Academic Assessment & Monitoring – continue to evaluate factors that both inhibit and promote student success (to inform budget decisions and strategic initiatives) and rely on Institutional Research to produce timely and actionable evidence that can lead to improved student success (e.g., nightly reports for advisors that indicate when students are not attending class). This effort is already in place in several areas (e.g., students who do not register in a timely fashion are flagged by IR and contacted by an advisor), but it will be broadened through our strategic plan as we develop more robust E-alert and comprehensive support systems.

CARE Team and Counseling – Students who are in any mental or emotional distress have access to our gradually expanding on-campus counseling services, and faculty and staff also can refer students to our CARE team (*Concern, Assessment, Referral, and Education*) for direct interventions that are designed to help students adjust mainly to non-academic challenges.

Advising & Student Outreach Plan

Advising and student outreach have been integral to several institutional achievements, including the successful implementation of system-wide goals (e.g., 15-to-Finish; Gateway Math & English completion) as well as retention and enrollment increases. Most of our existing communication campaigns are run through the centralized Academic Advising Center (AAC), and over the last several years advisors have met with ever larger numbers of students through mandatory and walk-in appointments. Several improvements and expansions in these areas are expected to further enhance student success, including:

Mandatory Advising – we have progressively shifted from voluntary advising, to mandatory first semester advising, to mandatory advising across the first two years for first-time students. Accordingly, each semester every student is required to meet with their assigned advisor in the AAC, and the advisor helps guide them through key milestones in a successful college experience (e.g., proper course selection). The mandatory advising is enforced via registration holds – applied every October and March 1st – that are lifted once a student has consulted with an advisor. In addition to scheduled appointments, “walk-in weeks” occur for several weeks prior to registration to ensure that students can access advisors at a time of critical need. To help accommodate this strategy, in recent years we have added an advising director position and have grown the advising staff from four advisors to nine (with one being funded by our Title V, HSI grant). Several additional changes are being considered, including the expansion of advising center hours.

Peer mentorship program – As noted above, a planned peer mentorship program under Advising will help foster a greater sense of community, inclusion, and success among students, beginning with community-building activities at New Student Orientation. Each mentor will guide a cohort of 30-40 students – covering the majority of our incoming freshman class – and will conduct outreach to their students at least once every three weeks, hold open “office hours” in the café, and encourage students to attend social events organized by Student Life. The mentorship program also will serve as a “farm system” of sorts; after guiding students for one year, mentors will be expected to continue along the student support path into other, specialized areas, including the Writing Center, the Academic Success Center, and the Course Assistant program.

Retention Outreach Campaigns – Each semester the Academic Advising Center conducts outreach campaigns (via text, email, and, as needed, phone calls), to students who are not enrolled in the upcoming semester. This messaging begins following finals week and continues in an escalating timeframe from one message every two weeks to two messages a week as we approach the start of the semester. These campaigns encourage good behavior and assess student challenges, and have been associated with significant increases in enrollment and retention.

Advisor and campus-wide training – All advisors are required to complete a 3-part training based on the informational, relational, and conceptual components of academic advising, as designed by the National Academic Advising Association (NACADA). Within the informational component of this training, all advisors are trained on NSC policies, curriculum, academic standing, and financial aid eligibility to ensure they can serve as a one-stop point of contact for fundamental student needs. Additionally, advisors are trained about “non-cognitive” and “relational” considerations with first-generation and mission-specific populations and given guidance on how to effectively support our students. Covered populations include: 1st generation, foster youth, generation Z, LGBTQ, under-represented (e.g., Latin/x), and academically underprepared students.

Additionally, all campus faculty and staff members are invited each semester to complete a condensed version of the advisor training. At completion they receive a Master Advisor Certificate for their file. In addition to mandatory training, all advisors shadow senior advisors from within their advising team for a period of 3-6 weeks based on a Director assessment of skills, and they also cross-train in all majors to ensure a baseline understanding of the entire NSC curriculum. All advisors are provided with the NACADA Advising Handbook and the opportunity to attend regional/annual advising professional development conferences to keep up on changing trends within the field.

Advisor adherence – Expectations are set for schedule structure, response time, and documentation, including appointments and email etiquette. Advisors are evaluated based on these items in the annual performance evaluation, and corrective actions are taken throughout the year.

College of Southern Nevada
Student Success Action Plan

COLLEGE OF SOUTHERN NEVADA

ACHIEVING STUDENT SUCCESS GOALS

The College of Southern Nevada (CSN) has been and continues to be laser-focused on not only providing affordable *access* to a higher education but also engaging in a culture shift to put *student success* at the *forefront* of everything that CSN does. While student success can be defined in many ways, CSN has defined one major outcome of student success to be the completion of a credential of value (e.g. certificate, associate's degree and/or bachelor's degree).

Primary Goals: Increase Graduation Rates & Close Student Achievement Gaps

CSN's goal is to increase graduation rates (as defined by IPEDS) from 7.2% (2016) to 17.5% by 2025. This lofty goal for CSN was established based on calculating the average graduation rate of CSN's peer institutions. CSN has established incremental, annual graduation goals to help track progress toward the 2025 stretch goal (see CSN student success goals in the Addendum).

Additionally, CSN is committed to closing student achievement gaps among CSN's most vulnerable student populations to include noted achievement gaps in persistence and completion. Achievement gaps currently exist within our African American and Hispanic student populations as well as our students who come from low socioeconomic backgrounds. As a federally-designated Minority-Serving Institution (MSI) and Hispanic-Serving Institution (HSI), CSN is currently engaged in establishing incremental, annual targets that will lead to a 2025 stretch goal for closing the achievement gaps for our most at-risk populations.

Primary Strategy: Guided Pathways for Student Success

To help achieve this student completion goal, CSN leaders began identifying, planning, and implementing several best practice strategies and tactics centered on the *guided pathways model*. In fact, CSN was recently recognized by the Lumina Foundation and Complete College America for two prestigious designations that will help CSN bring the guided pathways model to full scale.

The Lumina Foundation has named CSN as a significant partner in the Las Vegas Lumina Talent Hub collaborative, which provides a formal framework and grant funding to help bring the guided pathways model to scale at CSN. This Lumina Talent Hub work also provides an additional focus on closing achievement gaps among CSN's most vulnerable student populations to include African American and Hispanic students as well as students from low socioeconomic backgrounds.

Additionally, Complete College America recently named Las Vegas as a Metro Momentum Pathways region. This designation provides more than a half million dollars in technical assistance to help each of our Southern NSHE institutions – CSN, NSC, and UNLV – to bring the guided pathways model to full scale. This work also focuses on nonacademic barriers to student success (e.g. homelessness, food insecurity, and transportation challenges) that are particularly more prevalent in large metro regions.

The guided pathways model is an approach that will help many more students cross the college completion finish line. The goal with guided pathways is to help entering students make an educated decision about what their end goal is. Then, academic advisors will help students determine the best academic path that will help them reach that end goal. Once the appropriate pathway is identified, college personnel will proactively engage with students to help them through their educational journey with several touch points along the way. The pathways approach “presents courses in the context of highly structured, educationally coherent program maps that align with students’ goals for careers and further education. Incoming students are given support to explore careers, choose a program of study, and develop an academic plan based on program maps” (Bailey, Jaggars & Jenkins, 2015, p.1).

1. BOTTLENECK COURSES

To identify “bottleneck courses” that impede students’ academic success and persistence, CSN evaluates course-level success and student progression each semester. The CSN team collects and analyzes data (course grades, successful credit completion, credit momentum, math and English enrollment completion, and persistence to the next semester/year) that inform intervention exploration and implementation.

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ACHIEVING STUDENT SUCCESS GOALS

Identifying Courses Consistently Below Average Success

Annually, CSN develops two lists of “bottleneck” courses that have traditionally been labeled as High Enrollment Low Success (HELs) courses. One list is comprised of the top 25 classes enrolled in by First Time in College (FTIC) students. The second list is comprised of the top 25 classes enrolled in by all CSN students. CSN faculty and staff target courses consistently "below average success," meaning the success rate for students passing with a C- or better in a given term is below 70%, with interventions. Following are courses consistently falling below average success for two to three of the most recent consecutive fall semesters (Fall 2015, Fall 2016, and Fall 2017):

<p>High Enrollment Low Success – FTIC (Fall 2015, 2016, 2017)</p> <ul style="list-style-type: none"> • MATH 116 – Technical Mathematics • IS 101 – Intro to Information Systems • ENV 101 – Environmental Science • MATH 095 – Elementary Algebra • ART 160 – Art Appreciation • ANTH 101 – Intro to Cultural Anthropology 	<p>High Enrollment Low Success – All CSN (Fall 2015, 2016, 2017)</p> <ul style="list-style-type: none"> • MATH 116 – Technical Mathematics • IS 101 – Intro to Information Systems • MATH 095 – Elementary Algebra • BIOL 189 – Fundamentals of Life Science • MATH 096 – Intermediate Algebra • ANTH 101 – Intro to Cultural Anthropology • MATH 126 – Precalculus I
<p>High Enrollment Low Success – FTIC (Fall 2016 and 2017)</p> <ul style="list-style-type: none"> • ENG 098 – Preparatory Composition • MUS 125 – History of Rock Music 	<p>High Enrollment Low Success – All CSN (Fall 2016 and 2017)</p> <ul style="list-style-type: none"> • ACC 201 – Financial Accounting

Addressing Bottleneck Courses

The following strategies and interventions have been deployed at CSN to address bottleneck courses.

Student Lingo

Student Lingo (SL) is a series of interactive student success workshops (online modules) available 24 hours a day to unlimited users from the college. The SL model is a “flipped advising” model from which students can “pull” the information they need as they need it, when and where they need it. Then, students can take that knowledge into a classroom, a study session, an advising or tutoring meeting, or a conversation with a fellow student or instructor.

Supplemental Instruction

BIOL 189, often regarded as a “gatekeeper” course, particularly for limited access programs, has been a bottleneck course for some time. Supplemental instruction (SI) was introduced on a small scale through the Centers for Academic Success (CAS) in partnership with biology faculty and has been assessed each term from fall 2015 through spring 2018. Data indicate that students who regularly receive SI services attain significantly higher scores on exams (equivalent to a full letter grade) and withdraw less than students who do not regularly receive SI. This success has led to an expansion of SI in math, nursing, chemistry and human anatomy and physiology courses.

Learning Commons

CAS and Office of Technology Services (OTS) recently partnered to consolidate quality academic and technology assistance into one centralized space on the Henderson and North Las Vegas campuses, and this transition is in progress on the Charleston campus. This redesign of the computer lab spaces has allowed CSN to launch a learning commons model, creating a one-stop for tutoring and technical assistance. Tutors are available for most general education courses and some historically challenging courses. CAS also provides assistance with learning strategies, reading, writing, oral presentations, math, and science as well as placement test preparation in reading, writing, and math. CAS is seven days a week to be more accessible to the entire student population.

Gateway Math and English Project

The CSN community is actively engaged in a project to enroll FTIC students into math and English during their first semester and to help students to progress through their required college-level math and English courses within a year. A

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workgroup meets regularly to engage students from application to enrollment to completion. As part of the gateway project, math co-requisite support and other interventions are being implemented. CSN data demonstrates that students who place lower are low-income students and students of color. Math co-requisite support allows students who need additional support in college-level math and English to enroll in those credit-bearing courses and receive extra help.

2. INTERVENTIONS AND SUPPORT SERVICES FOR AT-RISK STUDENTS

During our work as an Achieving the Dream Leader College, CSN has identified the characteristics of the students who most often withdraw from our institution:

- Returning students 40 years and older
- Minority ethnicity
- Part time vs. full time/low credit momentum
- Low household income
- Non-completion of gateway English and math
- Non-completion of a credential of value

There are several tactics and strategies that, when working together, create the guided pathways model. Some of the tactics of guided pathways that CSN has begun to implement as interventions to support these at-risk student populations include the following:

Academic Maps: Established term-by-term academic course sequencing for all degrees & certificates.

Finish in 2 Campaign: Implemented a communication campaign to encourage students to finish a two- year degree on time (in two years) by completing 30 credits each year.

Math & English Remediation Reform: Transitioning from the traditional developmental course sequencing to the co-requisite model for math & English.

The Meta Major Approach: Encouraging students to make an informed choice about their major by *first* selecting a meta major at the time of college admissions. A meta major is a broad cluster of academic *areas of interest* that students can explore for a brief time before they settle in on their actual major (e.g. Health Sciences, STEM, Arts & Humanities, Education, etc.). At the time of admission (and continuing into a student's first semester if needed), students engage in career exploration and self-assessments to determine their actual major.

First Steps Program (Advising, Orientation, & Placement): Requiring students to participate in academic advising, college orientation, and placement testing before they enroll in their first semester of classes.

Intentional Career Exploration: Implementing a "purpose first" approach by aligning career exploration to academic programming for informed major declaration.

Formal Mentoring Programs: Providing a trained and certified mentor to first-generation college students and other at-risk students to facilitate a formal structure of programming and resources that aid in supporting student success.

Block Scheduling: Build academic course offerings around students' scheduling needs to ensure that every student can get the classes they need, when and where they need them to ensure timely graduation. Careful course sequencing is laid out, and classes are offered in back-to-back sessions on given day(s).

CRM Adoption: Technology solutions that help triage students from point of inquiry through admissions, enrollment, re-enrollment, early alerts, appointment setting with student support services, degree mapping, scheduling, and completion.

Resources to Address Nonacademic Barriers: In partnership with student government, community agencies, and grantors, providing just-in-time referrals and direct assistance to students who experience nonacademic challenges, such as food insecurity, emergency funds, textbook costs, mental health services, etc.

CSN is committed to each of the tactics associated with guided pathways. Both the Lumina Foundation and the Complete College America designations and technical assistance will help CSN bring all of these tactics to scale.

3. ADVISING AND STUDENT OUTREACH PLAN

To effectively support the implementation of the objectives included in the guided pathways agenda as well as implement the *First Steps* scale-up, CSN's Student Affairs as part of the CCA initiative will continue to align its academic advising model (see the proposed Academic Advising Model documents in the Addendum). After much research with a focus on

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ACHIEVING STUDENT SUCCESS GOALS

student success, and with the help of NACADA consultants, CSN identified challenges impeding student success and has begun a restructure to assist in improving student retention, persistence, and graduation rates.

Components of CSN's New Advising Model

The Student Affairs team has identified primary functions that are necessary to assist CSN's students:

- Strategic Academic Planning
- Academic Performance Monitoring
- Career Exploration/Self-Assessment
- Seamless transfer to a University or transition to a chosen Career
- Student Development through active campus engagement

Beginning in Fall 2019, FTIC students will be required to meet with an academic advisor a minimum of four times during their academic career at CSN: prior to enrolling in classes for the first time and once they have completed each 15, 30, and 45 credit hours. Students will be encouraged to meet with academic advisors at other times, but these four checkpoints will be mandatory and monitored through the use of registration holds in the PeopleSoft student information system. Each mandatory checkpoint session will include course selection for degree planning, but will also have other specific tasks:

- *First Steps*: Introduction to CSN programs, policies, and resources via an orientation tailored to the target population (i.e., FTIC, transfer, returning, etc.); confirmation of meta major or major
- 15 credit hours completed: declaration of major; development of an academic degree plan
- 30 credit hours completed: transfer planning; career guidance
- 45 credit hours completed: graduation planning; career development

Other improvements include implementing a case management model, assigning students within the first two weeks of the semester to specific academic advisors based on their meta majors and/or status as an international student, student-athlete, or veteran student, allowing advisors to build relationships with students, further connecting students to CSN.

Academic advisors will also follow up with students who are in targeted populations (i.e., students who have been issued an early alert, are on academic probation, or are enrolled in developmental courses, etc.). To meet this advising goal, CSN is committed to the following scale-up actions and will begin with its FTIC cohorts and scale up to all students as resources permit:

- CSN will align up to 60 academic advisors to achieve a 400-to-1 ratio.
- 6-10 advisors will be assigned to each of the 11 meta majors; each meta major will have 1-2 lead advisors to assist students on academic probation.
- Advisors will be responsible for an intrusive/coaching approach with their caseload; early alerts will be handled by the student's assigned advisor.

To ensure that academic advisors are staying current on CSN policy and degree requirements while also promoting a culture of continuous improvement and delivering a consistent service, robust trainings and assessments will be conducted on a regular basis.

4. DATA BENCHMARKS

Summary of Additional Institutional Data Used to Monitor Student Progress

In addition to graduation rates, total number of students completing, and fall-to-fall persistence rates (to any NSHE institution), CSN will continue to track nationally recognized leading and lagging indicators of student success. These indicators will continue to be disaggregated across a variety of variables to help identify and close achievement gaps between student groups.

The most prevalent indicators tracked are the following:

- Course Completion (percentage of credits completed at a C- or better in students' first term/first year as CSN)
- Persistence (percentage of students returning to CSN after one term or after one year)
- Gateway Completion (percentage of students completing college-level math and English within one year)

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- Credit Momentum (percentage of students completing 12 credits in one semester; percentage of students completing 30 credits in one year)
- Transfer Rate (percentage of students who enroll at another institution after enrolling at CSN)

The most common variables used for disaggregation are gender, age group, IPEDS ethnicity group, Pell grant award status, and full-time/part-time credit load status.

Snapshot of Current CSN Leading & Lagging Indicator Data

Cohort: Fall 2017 IPEDS FT/PT, Degree-/Certificate-Seeking, First Time in College.

Total Cohort = 5,224: Full-time = 2,467; Part-time = 2,757.

Source: IPEDS, Institutional Research

- % of students who attempted 15/30 credits in one term/year
 - FT Students: those attempting 15 credits in Fall 2017 = 17.5%; those attempting 30 credits in AY2017-18 = 19.2%.
 - PT Students: by definition, PT students have fewer than 12 credits in a semester; those attempting 30 credits in AY2017-18 = 1.3%.
- % of students who pass college level English and/or Math in their first year (pass at C- or better; college level English is 100 and above; college level math is 100 and above, excluding 104 and 116)
 - FT Students: English = 62.2%; math = 25.5%
 - PT Students: English = 25.5%; math = 9.5%
- % of students who persist from term one to term two & year one to year two
 - FT Students: Fall-to-Spring = 82.4%; Fall-to-Fall = 62.2%
 - PT Students: Fall-to-Spring = 78.1%; Fall-to-Fall = 54.4%
- Average total college credits *attempted* each semester/year
 - FT Students: Fall 2017 average = 13.1; AY2017-18 = 24.2
 - PT Students: Fall 2017 average = 7.4; AY2017-18 = 14.2
- Average total college credits *completed* each semester/year
 - FT Students: Fall 2017 average = 10.2; AY2017-18 = 21.3
 - PT Students: Fall 2017 average = 5.4; AY2017-18 = 12.2
- Average course pass rate at C- or better
 - FT Students: Fall 2017 average = 70.8%; AY2017-18 = 66.9%
 - PT Students: Fall 2017 average = 64.4%; AY2017-18 = 59.9%
- Graduation and Transfer rate, IPEDS GRS, report year 2017-18
 - Graduation Rate: 9%
 - Transfer Rate: 21%
- Students and Awards Conferred, IPEDS Completions, report year 2018-19
 - Students awarded: 4,651
 - Awards conferred: 4,998

Great Basin College
Student Success Action Plan



Great Basin College Action Plan Achieving Student Success Goals January 2019

INTRODUCTION

GBC is currently at an early development phase of college strategic planning and assessment of how we engage with students, as well as identifying gaps related to institutional data needs. These early development activities would include identifying academic areas with bottleneck courses, strategic enrollment management planning, a SWOT analysis of current student success strategies, and completion of Starfish implementation to identify at-risk students. Historically, GBC did not have a prior Student Enrollment Management plan (SEM) in place that may have addressed many of the questions within the action plan guidelines. The recent hiring of a new VPSA and VPAA has begun an in-depth assessment of our current student success strategies and gaps so we can outline strategies for improvement. Within a short period, we have already begun conversations across GBC and established committees that are addressing the same concerns outlined in the action plan requirements and expect the next academic year to have those strategies for improvement identified and implemented.

Identify Bottleneck Courses

Strategy 1: *GBC will conduct a comprehensive DWFI analysis in order to identify historically bottlenecked courses.*

Preliminary analyses of Spring 2018 course outcome data suggest that a comprehensive analysis of all courses for the past five or more academic years would reveal pipeline obstructions for students across various programs of study. This data will be used to locate necessary curricular interventions, such as modifications to prerequisite courses to better prepare students for required coursework. The analysis will also present opportunities for faculty discussions and training regarding best practices in course alignment and outcomes assessment processes.

Strategy 2: *GBC will expand and enhance pre-enrollment supports.*

1. Many first time and non-traditional students require refresher trainings and workshops to overcome anxieties they have about entering Gateway courses. The implementation of a First Year Experience Program (FYE) would present opportunities for refreshers before students' first term of enrollment, preferably over 2 or more weeks in the summer. FYE activities will include college transition support, gateway course workshops and multiple opportunities to conduct placement testing.

2. Enhancement of online course tutoring support is a very high priority for GBC, as 61% of our total FTE is taught online. Students attending online are currently able to access CraniumCafe for math support. However, we plan to offer SmartThinking for English support as well. Neither of these options provided that same degree of tutoring support offered in our Academic Success Center. GBC will work toward parity of academic support services for online students.



3. Gateway course placement research suggests that placement testing doesn't provide true baseline data about students' knowledge and skills. Many states are moving toward multiple measures assessment for first term placements. Popular measures include high school transcript data and competency based measures of proficiency.

Strategy 3: *GBC will offer post-enrollment refresher workshops.*

GBC will continue to use EdReady and NROC courses for refresher experiences. However, participation in these courses is not required. With implementation of an FYE experience, and opportunities to participate in multiple placement tests, we will begin requiring students who've consistently tested below a predetermined threshold to take these courses for long term refresher support before testing for final placement.

Interventions and Support Services for At-Risk Students

Great Basin College's most at-risk populations include:

1. First Generation
2. Low Income
3. Underrepresented
4. Undeclared/Undecided
5. Transfer Students
6. Online/Nonresident Students
7. Part-time Students
8. Students who are not advised

GBC's Retention Committee is working toward engaging College faculty and staff to produce a data-driven culture that promotes the themes of *Predict, Identify and Intervene* with our at-risk student populations.

Goal 1: Provide students with early and ongoing feedback regarding student academic performance, milestones, and areas requiring improvement.

Strategy 1: *GBC will fully implement the Starfish Early Alert System.*

Timeline: 2019

Outcome: Successful course completion and increases in persistence and retention rates.

Strategy 2: *GBC will require faculty and student support staff to attend workshops and other training sessions to illustrate how Starfish can serve at-risk students.*

Timeline: 2019

Outcome: Optimize maximum faculty buy-in and usage of Starfish.



Goal 2: With changing demographics and increased enrollment in online programs, GBC seeks to provide our new students with an orientation that introduces them to College services which support their educational and personal goals.

Strategy 1: *GBC will redesign our New Student Orientation to provide a more dynamic, meaningful, and engaging experience for first-time in college, transfer, undecided and online at-risk populations.*

Timeline: Summer 2019

Outcome: Successful enrollment, knowledge of college resources and student persistence from first to second term.

Advising and Student Outreach Plan

Great Basin College is currently working on restructuring advising and improving the advisement process. GBC faculty and professional advisors provide advisement for students in our bachelor programs and associate degree programs. Additional professional advisors will be necessary if the current enrollment growth is sustained, specifically with online and transfer programs. GBC's immediate advisement goals include the following:

Goal 1: To provide clear, consistent information for GBC students to navigate college policies and procedures.

Strategy 1: *Develop a common set of uniform policies, procedures, training protocols, for all GBC advisement locations to create a seamless process for students.*

Timeline: 2019-2020

Outcome: Increase of persistence and retention rates.

Strategy 2: *Develop a realistic web-based educational plan consistent with student's career goals.*

Timeline: 2019-2020

Outcome: Increases graduation rates.

Strategy 3: *Assign advisors to all certificate and degree seeking students.*

Timeline: 2019-2020

Outcome: Increases student retention, persistence and graduation rates. Students stay on pathway toward graduation.

Goal 2: To establish a college culture that promotes advisement and the use of advising tools and resources for students and faculty/staff advisors.



Strategy 1: *Develop a GBC campaign to highlight value and importance of advisement.*

Timeline: Spring 2019

Outcome: Increases awareness of student success opportunities across all areas of the College.

Strategy 2: *Develop an advising summit to educate GBC campus community on issues related to student experience, role of the advisor, and barriers that hinder effective advising.*

Timeline: Spring 2019

Outcome: Identify areas of improvement and best practices of advisement trends.

Strategy 3: *Integrate career services into academic advisement to enrich student experience.*

Timeline: 2019-2020

Outcome: Successful enrollment, knowledge of college resources and student persistence from first to second term.

Goal 3: To promote continuous improvement of academic advising, including career development of staff advisors.

Strategy 1: *Hire an advisement coordinator who will also serve in an advisory role on GBC's curriculum committee.*

Timeline: 2019-2020

Outcome: Increases accountability of advisement department and consistency of training.

Establishment of Data Benchmarks

Great Basin College leadership has recognized a gap in the use of established data and data benchmarks for decision making and sees this as an opportunity to improve institutional effectiveness and student success. Under new leadership at GBC, a concerted effort is underway to address the student success goals through a coordinated effort connecting the resources, plans, and data to make well-informed decisions. The strategies developed to address the Student Success Goals of bottleneck courses, interventions and support services for at-risk students, and advising and student outreach will serve as the roadmap for the identification the data and data benchmarks. Great Basin College has a vast amount of data and information that still needs additional evaluation, synthesis, and analysis for usability. The possible current sources of benchmark data are the institution's student information systems, NSHE, IPEDS, National Student Loan Clearinghouse, NCCBP, and internal studies and reports. Before investigating adding any new software or analytics to the college's toolkit is a greater emphasis will be placed in the coming year to raise awareness and educate the GBC staff and



faculty of the data that is available and engage them to help turn the data into usable information for better decision making. These efforts will help to raise more question and ideas for the identification data benchmarks to be used or developed.

Truckee Meadows Community College

Student Success Action Plan



TMCC Action Plan

Achieving Student Success Goals

January 2019

Identify Bottleneck Courses

There are a number of factors that may create “bottlenecks” at the course level which affect degree completion; the most prevalent is a lack of academic confidence that can lead a student to failure. Many students fear a specific course and motivating them through confidence building is key. Committing to college in the first place can also be a motivational barrier to students who test below remedial level - not just because of fear, but because of the overwhelming conclusion that the educational road ahead will be a very long one. With step-by-step instruction, students can build success, confidence, foundational skills, and the knowledge that they need to get through. Moreover, great teaching through continuous quality improvements to pedagogy enhances student motivation and thus retention, persistence, and success.

For many students, their greatest fear is college level math. A TMCC study reveals that 92% of certificate-seeking students (n=224) who drop out after accumulating two-thirds or more of the required credits did not attempt or complete the math requirement. A similar study reveals that 58% of students pursuing a two-year degree (n=3183) who drop out after accumulating two-thirds or more of the required credits did not attempt or complete the math requirement. These results suggest that math remains a significant obstacle on the path to graduation.

The strategies and actions described below emphasize the math challenge for community college students, and also identify the need to scale-up advising, outreach, intervention and we must also hone in on excellent pedagogy. The total amount of new resources based upon recent estimates is \$691,204 annually, of which \$541,204 would come from the state and \$150,000 from HSI focused grants. An example of a resource map is included in attachment A.

STRATEGY 1: REMEDIAL FAST LANES

<i>Action Item:</i>	<p>Alternate Math Pathways <i>Timeframe:</i> On-going</p> <ol style="list-style-type: none"> 1. Many students who place into the Math Skills Center (SKC) experience anxiety which may hinder their progress. Recent changes to the basic SKC module have accelerated completion and lowered the cost to students. 2. Drillz and Skillz, an inexpensive review workshop, offered through Workforce Development and Community Education (WDCE), helps students prepare for math placement tests and places them into college-level courses from the outset. 3. The Math Department has taken many steps to create accelerated options, including “stretch” courses and mini-sessions. Embedded tutoring and Supplemental Instruction sessions provide additional support.
<i>Outcome:</i>	Increase percentage of students who attempt and successfully complete required math courses.

STRATEGY 2: OVERCOMING MATH ANXIETY

<i>Action Item:</i>	<p>Provide Overcoming Math Anxiety Workshops <i>Timeframe:</i> 2020-21</p> <p>As it appears that many students have a lack of confidence, sometimes even fear, when it comes to math. Overcoming Math Anxiety workshops will be offered at no cost to students.</p>
<i>Outcome:</i>	Increase percentage of students who attempt and successfully complete required math courses.



STRATEGY 3: GATEWAY MATTERS

<i>Action Item:</i>	<p>Mandatory Math Enrollment <i>Timeframe:</i> 2018-21</p> <p>Beginning Fall Term 2018, students could not withdraw without permission in ENG 101 and the following math courses: MATH 95, MATH 96, MATH 120, and MATH 126. This mandate is referred to as Gateway "Drop-Hold." This effort targeted all students, including part-time students. Considering the large number of part-time students, the following changes had to occur: 1) Piloted part-time student mentor model (7 mentors) and hired an advisor to oversee mentors; 2) Completed calls to all part-time students in August 2018 to encourage registration in Gateway courses; 3) Contacted students again to encourage Spring registration (high touch outreach); 4) Created a targeted marketing campaign specifically for part-time students.</p>
<i>Outcome:</i>	Achievement of NSHE Gateway benchmarks.

STRATEGY 4: HIGH IMPACT PRACTICES TASKFORCE

<i>Action Item:</i>	<p>Pedagogy is a Motivational Magnet <i>Timeframe:</i> 2020-21</p> <p>The most effective faculty will share teaching philosophies and High Impact Practices (HIPs) they use to increase student success. The goal is to ensure that successful practices are scaled up to affect the greatest number of students as possible.</p>
<i>Outcome:</i>	Overall increase in student retention and persistence.

STRATEGY 5: ACUE FACULTY CERTIFICATION

<i>Action Item:</i>	<p>TMCC Faculty Must be Highly Effective <i>Timeframe:</i> Ongoing</p> <p>The Association of College and University Educators (ACUE) offers comprehensive courses that prepare, support, and provide a credential to faculty who incorporate practices that improve student achievement. TMCC's first cohort of 47 full and part-time faculty are halfway through ACUE certification training and are on-track to complete.</p>
<i>Outcome:</i>	Improve student outcomes as well as faculty and student satisfaction.

Interventions and Support Services for At-Risk Students

As an institution, based on our data, our most at-risk population is the part-time student.

STRATEGY 1: USE STARFISH TO ENHANCE SERVICES

<i>Action Item:</i>	<p>Fully Implement Retention Solutions Software (Starfish) <i>Timeframe:</i> 2020-21</p> <p>Training is offered to faculty to use Starfish which can identify, track and engage at-risk students. Students can connect with resources in a timely basis to ensure success.</p>
<i>Outcome:</i>	Students identified through early alert will improve GPAs and course completion rates.



STRATEGY 2: IMPROVE EXISTING SERVICES FOR PART-TIME STUDENTS

<i>Action Item:</i>	Encourage Part-Time Students to Take an Additional Class <i>Timeframe:</i> 2019-2020 TMCC provides personalized attention that encourages students to decrease their time to degree, and communicates the myriad of class offerings (evening, 7 week, and late start classes).
<i>Outcome:</i>	Increase percentages of students enrolled in 8-11 and 12+ credits.
<i>Action Item:</i>	Analyze Course Sequencing <i>Timeframe:</i> 2020-2021 Existing course sequencing is based on full-time enrollment. We will revise these sequences to include alternative timelines for part-time students and further expand weekend offerings.
<i>Outcome:</i>	Increase graduation rates for part-time students.
<i>Action Item:</i>	Hire a Concierge for Part-Time Students <i>Timeframe:</i> 2022-2023 Hire a dedicated full-time concierge who can identify barriers to enrollment and completion for part-time students, connect with students at critical points along their college journey, and serve as a single point of contact for students.
<i>Outcome:</i>	Increase course completion and persistence for part-time students.

STRATEGY 3: SCALE-UP ACCESS TO INNOVATIVE PROGRAMS

<i>Action Item:</i>	Re-Entry Program & Getting Ahead Workshops <i>Timeframe:</i> Ongoing Increase workshop capacity through the Re-Entry Program, including Getting Ahead workshops and workforce training programs to justice-involved individuals.
<i>Outcome:</i>	Students participating in workshops will demonstrate increases in completion rates. Former inmates will obtain employment, reducing recidivism.
<i>Action Item:</i>	Revamp the Academic Success Course <i>Timeframe:</i> Ongoing Transition existing EPY 101 into a one credit academic success course designed to ease transition during the first semester.
<i>Outcome:</i>	Increase persistence of students who complete the course.
<i>Action Item:</i>	Expansion of Men of Color Program <i>Timeframe:</i> Ongoing Men of Color program will be available to all male students of color in the WCSD.
<i>Outcome:</i>	Increase access and enrollment of minority students.



Action Item: Creation of Student Success Center *Timeframe:* Ongoing

The Student Success Center will focus on implementation and maintenance of a TMCC LifeMap system, as well as coordination of retention activities.

Outcome: Increase persistence and completion rates.

Advising and Student Outreach Plan

STRATEGY 1: INCREASE ADVISEMENT CAPACITY

Action Item: Creation of Pilot Advising Model *Timeframe:* 2019-2022

Pilot an advising model that will lead the country in community college advising. This model will need to include teaching faculty as part of the model in order to radically lower the ratio of student to advisor. The current ratio is approximately 1,000 students for every full-time advisor. The advising department will pilot an innovative model and we will seek adjustments to faculty workloads in the upcoming collective bargaining negotiations. This shift in TMCC advising includes the following activities:

1. All advisors and select faculty will be trained in academic advisement and policies/practices at TMCC.
2. Using a new product called Appointment Manager starting Spring 2019, students will be able to schedule their own academic advisement meetings with both full-time academic advisors and faculty advisors.
3. Increase capacity of academic advisement; create a student bulletin (similar to Valencia College LifeMap).
4. The model will create a sense of belonging for students, enhance personalized attention, and improve persistence. Student connections to academic faculty will be strengthened through frequent advising interactions and tools.
5. Classroom visits are available to all faculty who wish to have an advisor come and review services provided in a 15-20 minute presentation. This action item would target specific first-year classes to encourage faculty participation.

Outcome: Scalable gains in degree and certificate completion rates.

STRATEGY 2: AT-RISK PLANS & PREDICTIVE ANALYTICS STUDY

Action Item: Review and Assess the Academic Probation Practices for Areas in Need of Improvement
Timeframe: Ongoing

After a student meets with their counselor, require that academic success plans are forwarded to the student's Academic Advisor.

Outcome: Improve retention of students who earn a GPA of 2.0 or below.



<i>Action Item:</i>	Perform a Predictive Analytics Study <i>Timeframe:</i> Ongoing Extract and review list of first year students who are not retained by the College. Provide analysis of data gained on this population via Institutional Research with student information including declared major, credits earned/attempted, and Gateway course enrollment/completion. In collaboration with Academic Divisions, generate strategies to improve retention.
<i>Outcome:</i>	Improve retention of first year students.

STRATEGY 3: NEW STUDENT EXPERIENCE

<i>Action Item:</i>	Scale Up Existing Successful Programs <i>Timeframe:</i> 2019-2023 Assign a dedicated position to oversee the Success First program and increase operating budget accordingly. Expand Men of Color (MOC) Program to all WCSD high schools by adding a MOC full time staff member and increasing operating budget.
<i>Outcome:</i>	Increase enrollment and completions of minority students.

STRATEGY 4: JUMP START DUAL CREDIT EXPANSION

<i>Action Item:</i>	Increase Dual Enrollment Participation and Offerings <i>Timeframe:</i> 2019-2023 Expand dual enrollment offerings by creating a robust Jump Start Dual Credit Office at TMCC with a Director, additional dual enrollment Recruiter, existing recruiter and academic coordinator, Administrative Assistant, and dedicated Faculty.
<i>Outcome:</i>	Quadruple enrollment of dual credit students by 2025.

Data Benchmarks

There are a number of new analytical tools that could assist with substantial improvements to student completions, beyond the regular NSHE data tools. Due to limited resources TMCC barely scratches the surface of what we could employ. However, we have recently purchased several products that can provide additional data. We are working on maximizing these new tools.

1. In addition to current Gateway student data tracking, we will track the students who engage in new strategies with the hope that positive correlations linking strategy and success can be identified and verified.
2. Proactive advising focused on part-time, at-risk, first-generation, and low income students will lead to multiple interactions between college advisors (including faculty) and students. For example, Starfish and Appointment Manager can help identify and verify important correlations between new interventions and student success.



ATTACHMENT A

Resource Mapping

ACTION STEPS

Strategy 1: Remedial Fast Lane

RESOURCE	Skill Level or Material Quality	Associated Task(s)	Duration Required	Available Time Period	Cost	Unit of Cost	State Funding Source
Stipends	Faculty from Math,SKC, and CTM	Create exit exam for SKC and CTM courses (an exit exam would be better than re-taking the Accuplacer)	Summer 2019	Develop tests in Summer 2019 and pilot with students in Fall 2019	Four 2-credit stipends, \$6800 total	\$1700	YES
Software for administering SKC and CTM exit exam	To be determined during test development	Figure out most efficient way, probably through ALEKS or MyMathLab (pay for pilot students, then build into cost of course)	Summer 2019	Develop tests in Summer 2019 and pilot with students in Fall 2019	To pilot with all SKC and CTM Fall 2019 students \$6400	\$40 per 6 weeks of ALEKS, for CTM students (n=160)	YES
Marketing	Promotional materials plus staff time	Increase profile of Drillz & skills workshop – which is prep for math Accuplacer	Ongoing	December and July, ahead of January and August workshops	\$500.00	Non itemized	YES

Western Nevada College
Student Success Action Plan



Achieving Student Success Goals -- Action Plan [DRAFT 122118]

Introduction

Western Nevada College's plans to improve and monitor student retention and success are integral to the revised strategic plan (spring 19) and are designed to be closely aligned with NSHE goals. The timing of Western's updates to college mission and goals lined up with both the NSHE goal development (fall 2018) and the college's renewal of regional accreditation (summer 2018). Thus, Western enters into the process of substantive internal revision at a key time to benefit from system level collaborations and guidance.

Western's revised mission and goals are built on student success, with student pathways as themes and NSHE goals/metrics guiding the college's approach to access and student achievement. The *strategic enrollment plan* (in development) will inform recruitment activities and decision making toward continually meeting student needs, and the *student success action plan* will summarize the current and planned interventions and measures that Western employs or will develop to reach student success goals into the next decade.

This action plan addresses data informed monitoring and intervention in four areas:

- I. *Identifying bottlenecks which impede student progress*-- How does Western evaluate course success and student progression? How are bottlenecks defined and addressed? What steps will be taken to improve persistence and increase student achievement?
- II. *Interventions and support for at-risk and underserved student populations*-- How does Western identify and monitor at-risk and underserved populations? What interventions are currently successful in improving persistence and what additional interventions may be explored?
- III. *Advising and outreach plans*-- What is Western's current advising plan, and how will this be monitored and enhanced to increase persistence and achievement? What training and protocols are in place and how can these be enhanced to improve the persistence and degree attainment?
- IV. *Establishment of data benchmarks*-- What institutional data will be used to monitor progress toward Western's goals in the areas listed above? How will these measures continue to promote progress?

Part I: Identifying and Addressing Bottlenecks

Identifying Bottlenecks

Western identifies bottlenecks to student achievement as courses, sequences, or modalities with relatively high average enrollment and/or relatively low rates of successful completion; courses or sequences that are required prerequisites (e.g. pre-nursing sequence) are included by default.

While some bottlenecks to student achievement are well-known (e.g. NSHE Gateway Courses), others develop in relation to new programs, delivery methods, or changing student populations. This points to the need for consistent monitoring of student success rates across the institution and an established plan for intervention when bottlenecks are identified.

The NSHE Gateway Course Success Initiative, for example, has pushed WNC to recognize, monitor, and improve rates of student enrollment, persistence, and success in courses most commonly required for degree completion (i.e. first year math and English). Additionally, Western will include a focus on monitoring and addressing drop rates in developmental courses. The measures and perspectives from the NSHE initiative will be continued as a component of annual review and as a model for identifying and addressing bottlenecks. The key measures are:

- Rates of enrollment in gateway or pre-gateway courses during the first year of enrollment;
- Rates of persistence toward gateway course enrollment during the first year of enrollment;
- Rates of student withdrawal (dropout rates); and
- Rates of success (credit earned) in gateway courses during the first year of enrollment.

These measures provide a basis for identifying and addressing bottlenecks in other areas as well. When combined with a course success data dashboard and instructor-specific completion rate feedback (discussed in more detail below), this will motivate an institution-wide approach to adjustments by highlighting areas where student or instructor support is needed most.

Western's revised set of institutional key performance indicators (KPIs) adds emphasis to this approach with an institutional focus on student access and success. Proposed core themes in *transfer education*, *professional education*, and *life-long learning* are approached from the perspective of the NSHE goals and measures; this drives the institution to monitor mission fulfillment through the following objectives/indicators:

- Student access to educational pathways/enrollment overall and by age category, region, etc.;
- Efficient transitions to college coursework/gateway initiative measures (above); and
- Student course completion, persistence, retention, graduation rates (by degree or pathway, student population).

Western's focus on access, course completion, persistence, retention, and degree/certificate attainment reflects the student-centered core of the institution. Even so, it is more important than ever that all stakeholders commit to recognizing and addressing obstacles to student achievement. Thus, Western is developing a set of institutional data dashboards that will allow for up-to-date monitoring of enrollment numbers and success rates across the institution. The Tableau platform will enable filtering of data for departments, divisions, student populations, courses, course prefixes, etc. Additionally, snapshots will be provided to individual instructors following each semester to compare their own results to aggregated data for their department. Key measures for instructors will include:

- Success rates by individual class section;
- Success rates by modality, location, time of day, class length;
- Success rates by student population; and
- Longitudinal data on the instructor's success rates in previous semesters.

The individual instructor snapshots will support meaningful faculty reflections on student progression through courses and will work as a springboard for more detailed assessments of effectiveness in student preparation and support services.

Addressing Bottlenecks

Dashboards and success rate snapshots will pave the way for development of additional interventions as bottlenecks are identified. While goal setting (benchmarks) necessitates a well-rounded situational analysis and an established understanding of the data to be considered, from the outset Western is committed to improving key measures in all bottleneck areas.

Strong results have been shown in a number of areas following recent interventions For example:

- Expanded co-requisite course offerings in English and math allow students at the developmental level to earn college credit in gateways courses in one semester.
- Streamlined pathways allow students to transition from lowest level developmental courses to gateway credit in one semester. For example, student successfully transition from MATH 95 to 120. Program specific pathways like this provide quicker progress toward degree completion.
- English 99 Intervention Project: Following guidance from the John N. Gardner Institute, faculty developed and piloted an intervention project involving all in-person sections of ENG 99 (~300 students enrolled each fall). Results showed a 6 percentage point increase in overall persistence and a 10 percentage point increase in gateway course persistence (compared to previous two-years' average).
- The college offers and continues to expand variety in the three week accelerated courses offered in August and January; these allow students to balance a full-time schedule with just four classes during the 16 week traditional semester.
- Streamlined placement procedures, like the use of high school transcripts for math placement, have allowed students to skip the time and cost of placement testing.

Borrowing from the success of the initiatives mentioned above, Western will continue to identify and address bottlenecks for student achievement and clarify pathways to achievement. In the past year the college developed eleven new skills certificates and certificates of achievement, all of which are aligned with national certifications or apprenticeships. New Associate of Applied Science (AAS) pathways are planned as stackable enhancements to certificates in Computer Information Technology (fall 18) and Paramedic Medicine (fall 19). Further, virtually all AAS pathways at Western will benefit from the planned addition of the Bachelor of Applied Science (BAS) degree in Technology which will provide students with a complement of curriculum in project management to support careers in applied technology areas.

Part II: Interventions and Support for At-Risk Student Populations

Some of Western's most prominent successes in the past six years resulted from innovative programs serving at-risk and underserved student populations. Often these are student groups that face challenges with access to higher education and/or show significantly lower than average persistence, retention, or completion rates. Examples include:

- Students who place into developmental courses;
- Part-time students;
- Pell Grant eligible students;
- Latinx students; and
- High school students eligible for dual enrollment (e.g. access in rural areas)

While these groups have at some point been identified as at-risk or underserved, in many cases the current measures of achievement meet or exceed the general population as these populations benefit from creative interventions or thoughtful program design. Western's *Latino Cohort* program, for example weaves intrusive advising, block scheduling, and family connections into the student experience. Over the past five years, this group's three year graduation rate has been nearly fifty percent. Similar program components are seen in the Jump Start College dual credit program where first year course pass rates and persistence rates are typically around ninety percent.

Following the examples set by cohort programs, Western expanded cohort and advising models to serve students in developmental courses, increased access to dual enrollment, and added support for students coming to the college with the Nevada Promise Scholarship.

Western's focus on identifying and supporting at-risk and underserved student populations increased with college-wide collaborations like the *ad hoc Enrollment and Retention Committee* (spring 17) and the *John N. Gardner Institute Retention Performance Management Retreat* (summer 18). These data driven, college-wide collaborations focused on identifying gaps in achievement and crafting detailed recommendations to help guide the college in managing student retention and success.

Recommendations implemented over the past two years include:

- Development of a formal writing center (spring 17);
- Increased funding for embedded online tutors (spring 17);
- Expanded online offerings, evening classes, and summer course selections (summer/fall 17);
- Additional personnel in academic advising (fall 18);
- Adoption of Hobson's Starfish platform (fall 18);
- Enhancements to Academic Skills Center (fall 18); and
- Faculty advising pilot (spring 19).

There is evidence that Western's student centered culture lends itself to addressing gaps in student achievement; however, adjustments in institutional patterns are not always easy or quick. Western's faculty and staff worked together to reorganize support models and educational pathways to enhance the student experience, and the improvements in a variety of areas allowed for momentum to build across much of the institution. The innovative approaches employed so far will be expanded in coming years to serve a broader population, and Western will continue to learn from best practices and successes realized at sister institutions.

Part III: Advising and Outreach Plans

Western's counseling office oversees academic advisement for students from prospect through graduation. Academic advisors are trained in a number of advising styles and methods and employ prescriptive and transformational practices to advise each student based on the individual student needs.

As a relatively large proportion of students are interested in transfer, the counseling office invites representatives from UNR to attend staff meetings and share updates, and Western's academic advisors attend UNR transfer days to stay current on transfer articulation and changes. Advisors utilize NSHE transfer agreements and explain how the agreements work in conjunction with a student's declared transfer associate degree.

All WNC students have access to academic advising whether by appointment, drop-in, or phone. All new-to-college, degree-seeking students are required to attend *New Student Orientation* and to meet with an advisor before registering for classes. All students receive a phone call or text when registration is beginning each semester to attend an advising session. Students are also asked to schedule a return advising appointment upon completion of an advising appointment at our check-out desk.

The following action plan will be incorporated into the academic advising practices at Western and will support a model to provide academic advising for all students:

- Comprehensive first-year experience: designed to serve all students and structured to build relationships that guide and empower students to successfully engage in the college experience.
- Expanded advising: students directly out of high school involved in the *Bridge to Success* and *Nevada Promise* programs will receive intrusive advising to ensure enrollment in gateway courses. Careful tracking and analysis of data on these students, especially those at-risk (students on the developmental track), will indicate more intrusive strategies for scheduling, advising, and motivation.
- National Academic Advising Association training: advisors will benefit from webinars and conferences and will participate in ongoing professional development with new and emerging theories and practices to best meet students' needs.
- Faculty advising pilot: pilot will go live spring 19. With the phase one implementation of Starfish complete (fall 19), the faculty advising pilot will expand around a model supporting at-risk students and overall student success. Faculty advisors will receive advising training each semester.

Part IV: Establishment of Data Benchmarks

Western's plans to improve and monitor student retention and success are integral to the revised strategic plan (2019-25) and are designed to be closely aligned with NSHE goals. The new plan views mission fulfillment through the lens of NSHE goals and metrics:

- Enrollment (hdct, FTE);
- Course success rates;
- Persistence and retention rates;
- Graduation and transfer rates;
- Number of students conferred awards; and
- CCSSE and Noel Levitz data on student satisfaction and engagement.

Within the college these metrics are disaggregated by race/ethnicity, degree pathways, delivery methods, geographic regions, etc. to identify gaps in achievement for at-risk and underserved students. With our recent successes in mind and clear goals set for the future, Western is committed to using data to analyze practices and to inform planning into the next decade.