

Priority Area #1: Improve student outcomes through strengthened student support systems: Comprehensive Orientation Program and Early Alert/Intervention System

One of two Achieving the Dream (AtD) priority initiatives that the College has chosen to focus on is improving student outcomes through the development and implementation of a comprehensive orientation program and an early alert/intervention system. The description of these initiatives in the following paragraphs have been excerpted from the Achieving the Dream Implementation Proposal written in spring 2007.

Presently, there are many events called “orientation” at CCP. These take place at various times, vary in breadth and depth, and cover a variety of topics. In most cases, students choose to participate thereby resulting in low participation levels. The Office of Student Affairs feels it is important to be intentional in the way students are integrated into the life of the campus so that they understand their role in the college community and are aware of the human and institutional resources available to help them be successful in most aspects of their college career. New Student Orientation Programs can make a substantial impact on welcoming and connecting students as they transition to college. These orientations introduce students to academic life including academic expectations, managing the student-instructor relationship, taking responsibility for their education, and thinking and working like a college student. Ultimately, orientation programs are the bridge between the last stages of recruitment and the first stages of persistence.

Student persistence and academic progress can also be positively impacted through well designed proactive intervention strategies that the Office of Student Affairs is designing in the second year of the College’s participation in the AtD initiative. Potential barriers to student persistence, such as external commitments related to work and family, and student behaviors, such as missed classes, slipping test scores, and unclear educational and career objectives, will be used to identify at-risk students early in a semester and intervene appropriately to encourage continued enrollment and academic success at the College.

Improve Success Rates of Departing Students: The percentage of students leaving the College with unsuccessful outcomes will decrease by 5% by the end of 2011

The Office of Student Affairs plans to use several performance indicators that are part of the annual Institutional Effectiveness Report (http://www.ccp.edu/VPFIN-PL/ir/ir_reports/ir_report_161.pdf) to establish benchmarks to assess the effectiveness of the orientation program and early intervention system. One of these indicators considers both academic progress and persistence at the time a student leaves CCP to determine four successful/unsuccessful groups.

1. **Graduated:** Departed after being awarded a degree
2. **Long-term Success:** Departed with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned
3. **Short-term Success:** Departed with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned
4. **Unsuccessful:** Departed with a GPA below 2.0 or never attempted a college-level course

The Student Affairs Office set an institutional benchmark related to the reduction of unsuccessful students leaving the College...the percentage of students unsuccessfully departing the College will decrease by 5% by the end of 2011.

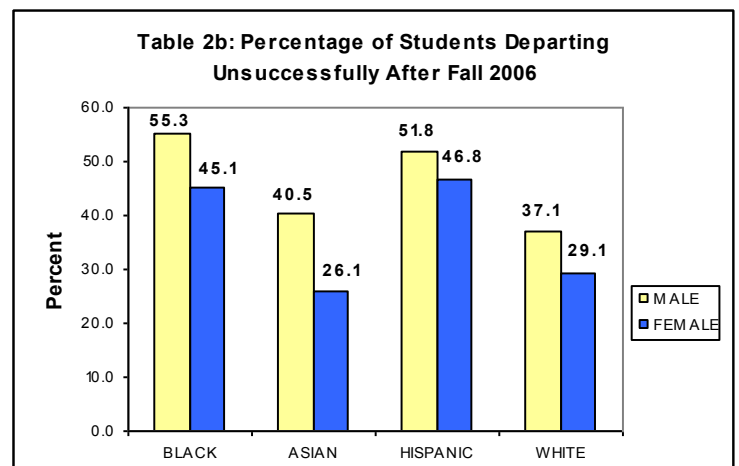
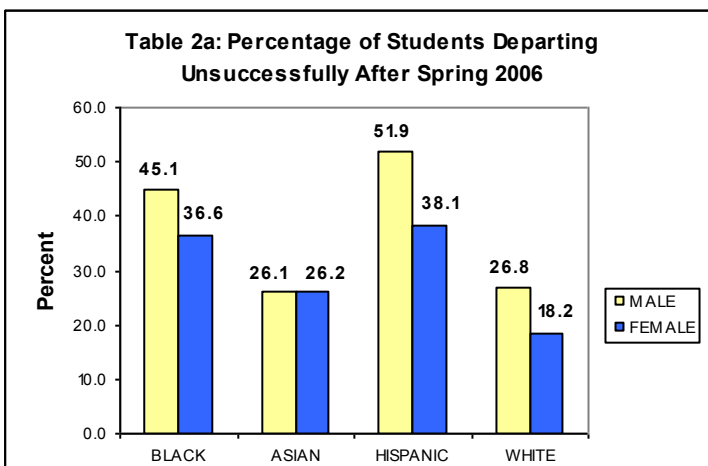
Baseline Information: Percentage of Unsuccessful Departing Students

A total of 10,986 students discontinued their CCP studies after the spring 2006 and fall 2006 semesters and did not return to CCP for at least three semesters following their departure (Table 1). Only 1,074 of these students (9.8%) left the College with a degree. Of the remaining 9,912 departing students, 3,993 (36.4%) left CCP without ever attempting a college-level course or with a GPA below 2.0.¹ It is this group of departing students that the Office of Student Affairs is hoping to impact with the comprehensive orientation program and early alert/intervention system. The goal of reducing unsuccessful students by 5% sets a target of 28% for spring 2011 and 36.9% by fall 2011.

Table 1: Percentage of Departing Students By Success Category

		Spring 2006	Fall 2006	Spring and Fall
Number of Departing Students		6828	4158	10986
Successful Departure	Graduate	12.5% 853	5.3% 221	63.7% 6993
	Long-term Success	37.5% 2559	35.0% 1455	
	Short-term Success	17.0% 1164	17.8% 741	
Unsuccessful Departure		33.0% 2252	41.9% 1741	36.4% 3993

Tables 2a and 2b provide the percent of unsuccessful departing students broken out by AtD student groups defined by gender and race. Black and Hispanic students, especially male students, were most likely to leave CCP as unsuccessful students. Except for Asian students in Spring 2006, male students were less successful than female students in each race group.



1. The percentage of unsuccessful students at the end of spring and fall 2006 is smaller than the percentage of unsuccessful students four years ago (40.0%). Achieving the Dream Fact Sheet #2: Student Academic Success and Persistence @ http://www.ccp.edu/vpfin-pl/ir/ir_reports/fact_sheet_2.pdf