



Office of the Vice President of Student Services

May 13, 2014

DRAFT

TO: PRAC

FROM: Student Access & Success Committee

RE: **Student Access Data from Program Reviews**

One of the charges of the SAS Committee is to review Program Reviews and provide feedback not only to the disciplines but also to PRAC. Specifically,

The committee will analyze the student access and success sections of the full Program Reviews in order to determine trends, provide supporting materials, and inform PRAC decisions related to resource allocations.

What follows is a summary of access- and success-related items from the 2013-14 program reviews and SAS recommendations relating to identified themes.

Summary of 2013-2014 Program Review Access & Success Sections

A number of themes are evident in the submitted Program Review documents. These include:

1. Student Preparation—College-Ready Behaviors
2. Student Preparation—Math
3. Student Preparation—English
4. Transportation

These themes closely mirror themes in the 2012-13 Program Review documents.

1. Student Preparation—College-Ready Behaviors

As one faculty member states, “Students who don't succeed often struggle with writing skills and expressing higher level thinking and problem solving.” This concern is expressed repeatedly in the Reviews and illustrates the connection between effective writing and other skills necessary to succeed at the college level. Initiatives such as Fall Semester’s First Year Experience Program, coupling Counseling coursework around college-ready behavior development and English 92/98 will be a good test to see if both of these issues can be effectively addressed in tandem.

The issue of improving college-ready behaviors outlined in this year’s Program Reviews mirrors comments from last year’s Reviews. The College must continue to focus on the need for more

effective—and more widespread enrollment in—student success-related coursework. Having students first understand and appreciate the expectations of the College and what it will take to be successful (and how that is different than high school) and then practice the behaviors that will help them be successful academically (many of which they have never learned, let alone utilized effectively) will go a long way to addressing these concerns.

SAS recommendation: Support the College-wide commitment to enhancing and expanding student success-related curriculum in a variety of forms, early in students' academic careers, perhaps even making it a required part of each student's SEP.

2. Student Preparation—Math

The Auto Collision Repair Program Review is one of several that suggest math-related preparation is a significant problem and one that interferes with student progression and success. “Students who don't succeed often struggle with reading (see Themes 1 & 3), electronics and math.” The ACRT program has “created a Career and Automotive math class which helps students learn the necessary math and reading skills to succeed in Automotive programs.” Given widespread research that shows alternative approaches to math preparation for non-STEM (and particularly CTE) students can be highly effective at helping these students reach their academic goals, this course should be considered by the Developmental Math Task Force in their research and subsequent recommendations. Developing consistent, applicable math (and writing) instruction designed around CTE-related content could have a positive impact on students in a variety of programs, beyond just ACRT.

SAS recommendation: Integrate existing efforts into the institutional approach to developmental math being formulated by the Developmental Math Task Force in concert with the Math Department, BSI, and others.

3. Student Preparation—English

Several Reviews pointed to writing and comprehension issues as barriers to student success. In addition to those referenced in Themes 1 & 2 above, Court Reporting echoed sentiments about English preparation with a number of other programs, stating, “Students who do not succeed in our program often struggle with English proficiency. These are students who received insufficient preparation in English grammar, vocabulary and sentence structure in their prior education.” Suggestions include requiring students to complete English 92 or 98 as a prerequisite to program entry. This may or may not be advised, but clearly more discussion about effective assessment, placement, and preparation for programs needs to occur in the coming year.

SAS recommendation: Many discussions relating to basic skills, developmental math and English, college skills, and how to effectively serve the many students who come to COM less than fully prepared to be successful academically are occurring at the College. It may be time to pull all of these discussions together into a 'master plan for college preparation,' derived from the good work currently underway across the institution.

4. Transportation

One non-academic issue came up repeatedly in both last year's Reviews and this year's Reviews—Transportation issues. As was stated by SAS last year, transportation issues impact many colleges. COM can play a greater role in working with local transit authorities, researching the feasibility of a College shuttle between the two campuses (which might also serve as a connector to public transportation), and other solutions to this issue.

SAS recommendation: Move quickly on the Transportation Charter developed from last year's recommendation and begin implementing transportation-related initiatives as early in the 2014-15 academic year as possible.