

Goal 1: Create a Superior Student Experience

Student success requires a superior student experience in every step of each student’s journey. Building on clear and well-defined pathways for students to achieve a degree or transfer, we will infuse the whole college experience with an inclusive and robust support system. We will reduce barriers to success by expanding our support for students from diverse backgrounds throughout their journey with FRCC, from connection through completion. We will promote superior instruction in the classroom and online that is built on best practices and rigorous assessment and that actively engages students in rigorous yet flexible learning opportunities. We will benefit from the creativity, expertise, and innovation of our employees, and we will promote collaboration among instruction, student services, and other departments.

FRCC will:

Objective 1.1	Objective 1.2	Objective 1.3	Objective 1.4
Design coherent and intentional pathways to completion that provide flexibility in scheduling and delivery options.	Implement and measure instructional best practices that enhance student learning and foster an inclusive learning environment.	Ensure that all students experience a strong start by implementing a smooth and integrated process from on-boarding through the end of the first semester.	Establish robust, inclusive support systems and reduce barriers to completion to ensure students are steadily progressing towards their educational goals and successfully transitioning to the workforce or further education.

Accomplishments and 2018-2020 Priority Initiatives

Objective 1.1	Objective 1.2	Objective 1.3	Objective 1.4
<p>Accomplishments</p> <ul style="list-style-type: none"> ✓ Prepared academic maps (MAPs) for each degree (1.1.A); refined the MAPs to better reflect transfer needs and course offerings (1.1.A.2) ✓ Established basic college-wide principles for course scheduling to guide campus decision making 	<p>Accomplishments</p> <ul style="list-style-type: none"> ✓ Implemented SCOPE assessments in 15 high-enrolled courses as of Spring 2018 (1.2.A) ✓ Developed Program Learning Outcomes for 21 CTE programs as of Spring 2018 (1.2.A) ✓ Implemented mid-term progress reporting (1.2.B) 	<p>Accomplishments</p> <ul style="list-style-type: none"> ✓ Implemented new onboarding process, including redesigned and required New Student Orientation (1.3.A); implemented College Now Online Orientation (1.3.A.3) ✓ Implemented on-time and priority registration (1.3.B); evaluated and made 	<p>Accomplishments</p> <ul style="list-style-type: none"> ✓ Implemented proactive student support initiatives, including redesigned advising model and supplemental instruction in math (1.4.A) ✓ Developed clear vision for advising and expectations for advisors with training

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<p>(1.1.B); identified and implemented programmatic scheduling changes to promote enrollment and completion of students aged 23+ (1.1.C)</p>	<p>✓ Implemented Active Learning Institute to provide professional development on instructional techniques that use active learning pedagogies (1.2.C)</p>	<p>changes to registration policies (1.3.B.2)</p> <p>✓ Reviewed Start 2 and Start 3 enrollment data and revised scheduling plans (1.3.B.3)</p> <p>✓ Implemented “Making the First Day Count” initiative (1.3.B.4)</p> <p>✓ Implemented EAB Student Success Suite (1.3.D)</p>	<p>and accountability measures (1.4.A.2)</p> <p>✓ Developed Career & Academic Communities (CACs)</p>
<p><u>Current Priorities</u></p> <ul style="list-style-type: none"> • CURRENTLY ON HOLD: Identify, by August 2019, degrees and certificates to market as fully online, and additional degrees and certificates that could be created as fully online. (1.1.D) <i>Responsible: Gillian McKnight-Tutein</i> 	<p><u>Current Priorities</u></p> <ul style="list-style-type: none"> • Review the current student learning outcomes assessment plan and develop a vision and implementation plan for the next three to four years by April 2020 (1.2.A.2) <i>Responsible: Stacey Hogan, Student Learning Committee</i> • Develop long-term strategy by May 2020 to sustain active learning professional development. (1.2.C.2) <i>Responsible: Campus VPs, Gillian McKnight-Tutein</i> • Develop a plan by August 2019 for providing professional 	<p><u>Current Priorities</u></p> <ul style="list-style-type: none"> • Based on first few semesters of experience, implement updated orientation practices, including a Transfer track, by January 2020 for fall 2020 students (1.3.A.2) <i>Responsible: Student Affairs deans (Carla Stein and Chico Garcia – leads)</i> 	<p><u>Current Priorities</u></p> <ul style="list-style-type: none"> • Design plan by spring 2019 for serving students who have 30-60 credits within their assigned Career and Academic Communities (CAC) (1.4.A.3) <i>Responsible: Student Affairs deans</i> • Implement Supplemental Instruction college-wide in 85% of sections of Math 120, 121, and 135 by spring 2020 (1.4.A.4) <i>Responsible: Mary Lee Geary, math instructional deans</i> • Develop and implement a student communications strategy by March 2020

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	<p>development opportunities to support faculty and instructors in integrating Student Success Course principles across courses (1.2.D; replaced original initiative about Student Success Course - 1.3.C) <i>Responsible: Tammy Vercauteren</i></p> <ul style="list-style-type: none"> Develop and implement a plan by Spring 2021 to have at least 50% of all developmental mathematics students enrolled in co-requisite remediation (1.2.E) <i>Responsible: Mathematics instructional deans</i> 		<p>that includes regular positive reinforcement of student progress (1.4.B) <i>Responsible: Tamara White</i></p> <ul style="list-style-type: none"> Develop and implement Career and Academic Community (CAC) programming by December 2019 (1.4.C) <i>Responsible: CAC campus co-leads (support from campus VPs)</i> Ensure each major student success initiative has a clear assessment plan developed and posted on the intranet by March 2020. (1.4.D) <i>Responsible: Stacey Hogan</i>