Intervention Report Worksheet

Title of the Intervention: Improving the Graduation Rate

Reporting Team: Taskforce led by Dean of Student Support Services and Dean of BAT Programs

	Outcome/Objective	Measure	Achievement Target	Finding/Actual Outcome	Interpretation/ Recommendation
	1. Identify and process graduation applications. Retention specialists and career counselors will identify and process graduation applications to assist students with graduation or transfer.	**Percentage of increase in completing graduation ap** Track the percentage of increase in completing graduation applications comparing the number of Spring 2008 completion of applications with Spring 2009 completion of applications.	5% percentage of increase in completing graduation applications comparing the number of Spring 2008 completion of applications with Spring 2009 completion of applications.	The Admission staff member documents graduation applications in Banner, but once the graduates are certified, the records are replaced by the actual graduates, so this has made the tracking of graduates' applications difficult. A recommendation will be made to improve the process so as to retrieve the record of graduation applications prior to data being replaced.	The IEA Office will request that the Transcript/Graduation Analyst produce standard reports on the number of graduation applications prior to each graduation certification process which erases the graduation application records.
	(Objective 1. continued)	**Graduation Rate report** IPEDS Graduation Rate report for STC FTIC students (3 year window) --- compare 2005 cohort with 2006 cohort by the end of Spring 2009.	STC FTIC students 2006 cohort will have a higher graduation rate than 2005 cohort by the end of Spring 2009 (an increase of at least 2%).	At this time, 2006 cohort data is unavailable. When the 2004 cohort graduation rate is compared to that of 2005, there is a 1.3% increase.	An additional taskforce was created in order to improve the graduation rate. The taskforce will set graduation goals for each academic division. Academic deans and department chairs will monitor their progress towards their goals. In addition, a new position was created, Director of Degree/Certificate Completion, whose charge it will be to monitor and improve graduation rates.

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	2. Pilot and expand Beacon Mentoring Program Pilot and expand Beacon Mentoring Program to target gatekeeper courses to improve student success rates.	**Persistence rate** Comparing the gatekeeper course completion rates between the courses with a Beacon mentor and the courses without a Beacon mentor.	The persistence rate for courses with a Beacon mentor will be 5% higher than the persistence rate of the courses without a Beacon mentor.	Based on the MDRC Preliminary report, pilot courses (College Algebra and Developmental Math courses) with Beacon mentoring intervention had a higher course pass rate than the countrol group sections which did not have Beacon Mentors (54.81% vs. 53.38%) in Spring 2008. The pilot group students had less absences than the control group (19.09% of absence days vs. 21.89%). Furthermore, the pilot group students also had lower withdrawal rate than the control group (15.38% vs. 18.20%).	1. Enhance Beacon Mentoring program by requiring Beacon Mentors to make mandatory contacts with students and refer students to tutoring and other support services if students are in danger of failing. 2. Expand Beacon Mentoring to more gatekeeper courses to impact more FTIC students.
	3. Pilot and expand First Year Experience (FYE) program. All FTIC students completing a mandatory orientation program will be assigned to an academic advisor.	**Persistence rate and GPA of FTIC students receiving case management services** Measure the FTIC student Fall-to-Fall retention rate and gpa and compare it with those FTIC students who received case management services.	FTIC students receiving case management advising will have a higher Fall-to-Fall retention rate than students not receiving case management advising. Additionally, FTIC students receiving case management advising will have a higher average GPA than FTIC students not receiving case management advising.	FTIC students receiving case management advising had a retention rate of 68.5% from Fall 2008 to Fall 2009, while FTICs not receiving case management advising had a retention rate of 51.3% over the same period. Additionally, FTIC students receiving case management advising had a GPA of 2.50 in Fall 2008, while FTICs not receiving case management advising had a GPA of 2.16 in Fall 2008.	Provide more resources for expansion of the FYE program. Expand this program to on-line format to target more FTICs. More FTICs will complete 1st year experience program and more will be assigned to case-management advising.

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	4. Provide weekly banner training to all employees Provide weekly banner training to all STC employees to ensure proper utilization of graduation degree audit system.	Number of trainings that took place and the number of faculty & staff members that participated.	At least 3 trainings will take place and at least 30 people will be tranined.	Trainings took place in Fall 2008, and two training sections were provided to faculty members. Various small group training were provided to advisors and retention specialists. Since then, the Graduation Degree Audit System was utilized for advising.	The Counseling and Advising Department will provide training to students so that students can utilize the Degree Audit System to self-audit and work toward completing classes that count toward their completion of degree plans and graduate from the College on time.
	5. Develop and promote awareness of advising guidelines Develop and promote awareness of advising guidelines and procedures for effective faculty advising.	**Number of faculty getting certification** Track the number of faculty getting certification for faculty advising during the 2008-2009 academic year and increase the number of faculty getting the certification in subsequent years.	Benchmark the number of faculty getting certification for faculty advising during academic year 2008 - 2009 and increase the number of faculty getting the certification by 50 per year.	During the 2008-2009 academic year, 51 faculty and staff members received Level II advanced training. During 2009-2010, 56 faculty and staff members received Level II advanced training.	1. Continue to provide faculty and staff advising training program each semester; 2. Improve the training program based on attendees' feedback.

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	6. Mobilize the resources to focus on prof dev Mobilize the resources to focus on professional development for faculty teaching gatekeeper courses.	**Amount of funding increase for faculty prof dev** Amount of funding for gatekeeper course faculty professional development will increase from Fall 2008 to Spring 2009.	Amount of funding for gatekeeper course faculty professional development will increase by $8,000 from Fall 2008 to Spring 2009.	Funding was rerounted to the First-Year Experience programs to help FTIC students, and the College's Professional Development Department utilized existing funding to provide college-wide professional development programs to all faculty members, whereas each department provided discipline specific training to faculty members including gatekeeper course faculty members. In addition, interventions to improve gatekeeper course performance, such as Engl 1301 Interventions, were designed to improve gatekeeper course performance.	As the College is experiencing budget cut, the funding for professional development may be stablized. Each academic department will utilize the existing fund creatively to accommodate the gatekeeper faculty's professional development needs.
	7. Pilot and expand SI and Contextualized CS courses Pilot and expand SI and Contextualized College Success courses.	**Number of innovative instructional programs** Track the increase in the number of innovative instructional programs from Fall 2008 to Spring 2009 and in the subsequent courses.	The number of innovative instructional programs from Fall 2008 to Spring 2009 will increase by 4.	Several new innovative programs have been developed: 1. DEI Contexualized Curriculum (pairs Developmental Reading and English Courses with a Gatekeeper course), 2. Learning Communities in academic divisions 3. Contextualized Curriculum courses (College Success & Nursing, College Success & Education) 3. Supplemental Instruction	Continue to implement and expand the innovative instructional programs that are currently in place. Additional training and professional development will be provided to the faculty. The impact of the programs on student gpa and retention will be measured.

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	8. Use Jagnet to access degree audit, graduation applications Use Jagnet as a single platform for students to access degree audit, graduation application, and career assessment tools, etc.	**Percentage of students completing the graduation applications** Track the percentage increase in students completing the graduation applications, comparing the number of Spring 2008 completion of applications with Spring 2009 completion of applications.	The percentage of students completing the graduation applications in Spring 2009 will increase by 5% when compared to Spring 2008.	The Admission staff member documents graduation applications in Banner, but once the graduates are certified, the records are replaced by the actual graduates, so this has made the tracking of graduates' applications difficult. A recommendation will be made to improve the process so as to retrieve the record of graduation applications prior to data being replaced.	The IEA Office will request that the Transcript/Graduation Analyst produce standard reports on the number of graduation applications prior to each graduation certification process which erases the graduation application records.
	9. Develop graduation video Develop graduation video to promote the awareness of the value of graduation.	**Awareness survey** The graduation awareness survey will show students value graduation.	By Fall 2010, the graduation awareness survey will be developed. Students in college success classes will complete the survey--the survey result will show 90% of students view graduation from college as important or very important.	A graduation video has been produced and it is consistently shown to college success classes. A survey has not yet been implemented.	A question measuring student attitudes towards graduation will be included during the implementation of the ESAP exam beginning Fall 2010. College Success students take the ESAP exam at the beginning at end of the semester.