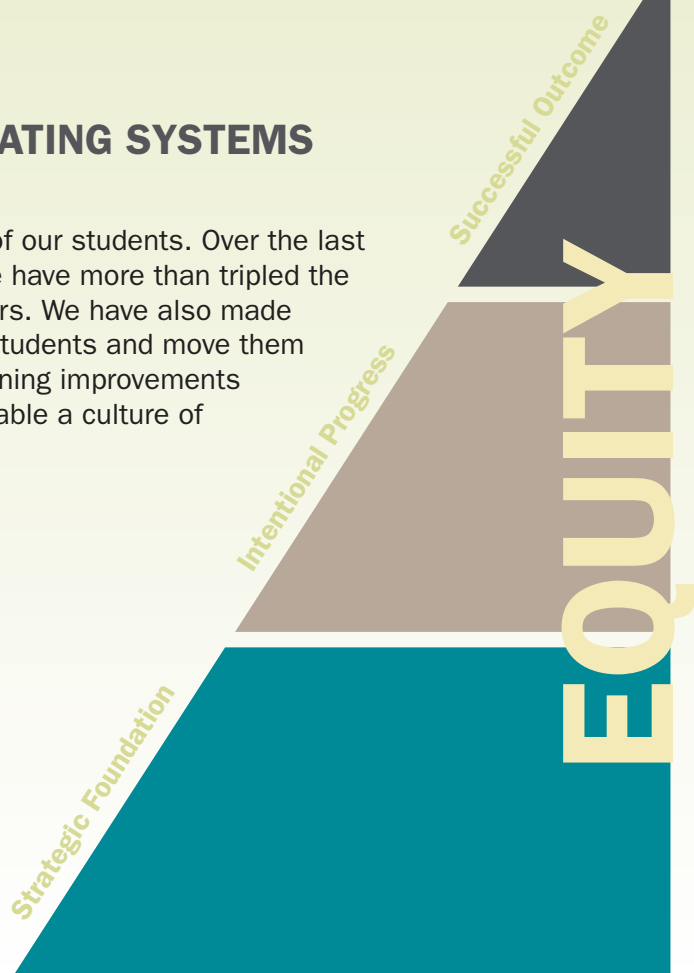


RESOURCES AND INTEGRATING SYSTEMS FOR STUDENT SUCCESS

At Tri-C, we have a culture committed to the success of our students. Over the last several years, by focusing attention on completion, we have more than tripled the percentage of students who graduate within three years. We have also made important progress in building systems that support students and move them toward completion. Our research suggests that sustaining improvements in student success requires integrated systems to enable a culture of holistic support.

- ▲ New Student Review
- ▲ Mandatory Orientation
- ▲ New Student Convocation
- ▲ OneRecord
- ▲ DegreeWorks academic plan
- ▲ Early Alert
- ▲ Student Success Specialist
- ▲ Care Teams
- ▲ Black American Council
- ▲ Hispanic Council
- ▲ IPEDS teams



New Student Review

Before first time registration, each student meets with a Student Success Specialist (SSS) who helps them register.

Mandatory Orientation

New Student Convocation

FYE courses and 2nd Semester

Early Alert methods for faculty to alert students who need extra help. There are three systems to support early alert:

- ▲ Blackboard Retention Center
- ▲ Early Alert via My Tri-C Space
- ▲ Care Teams

Early Alert is turned on all the time, not just early. Faculty access it through My Tri-C Space, Faculty tab, Counseling, Early Alert.

If an instructor files an Early Alert, the Alert and the category of alert are recorded in OneRecord. The Alert

is sent to a student success mailbox on each campus. The student success specialists monitor their respective mailboxes and are responsible for the follow-up based on the alert. The tracking of the follow-up is done by the student success specialists.

Care Teams

OneRecord to record and coordinate all interactions that faculty and staff have with students. OneRecord can be accessed by faculty, staff, and administration. Students do not have access to it.

Most FYE instructors require that their students complete MyPlan, a career/major identification instrument that looks at skills (strengths and weaknesses), personality, work values, and work interests. Matching careers are suggested. Students are required to meet with a counselor to discuss the results. Then the student and counselor develop an academic plan (MAP). This visit and the existence of an academic plan is recorded in OneRecord. The academic plan is recorded in DegreeWorks.

Continued

An integrated system for supporting student success would

- ▲ support students throughout the college experience, not just in the first semester or first year
- ▲ use technology and people strategically, and know when and how students need help
- ▲ anticipate issues and require students to get the help they need
- ▲ coordinate the efforts of academic and non-academic staff
- ▲ personalize the kind and level of support students receive
- ▲ support both students and faculty

EQUITY AND INCLUSIVE EXCELLENCE AT TRI-C

College Mission Statement

To provide high quality, accessible and affordable educational opportunities and services – including university transfer, technical and lifelong learning programs – that promote individual development and improve the overall quality of life in a multicultural community.

Vision Statement

Cuyahoga Community College will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment, and economic development characterized by continuous improvement, innovation, and community responsiveness.

Inclusive Excellence & Equity

As a college, Cuyahoga Community College is committed to achieving inclusive excellence which the American Association of Colleges and Universities defines as

1. *A focus on student intellectual and social development.* Academically, it means offering the best possible course of study for the context in which the education is offered.²
2. *A purposeful development and utilization of organizational resources to enhance student learning.* Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development.
3. *Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.*³
4. *A welcoming community that engages all of its diversity in the service of student and organizational learning.*

In order to meet that commitment, we embrace the concept of equity – providing all students what they need to be successful. While all Tri C students may receive equal access to education, the empirical evidence and trend analysis reveal that there are significantly different outcomes for different groups of students. Achieving the Dream (ATD) defines equity as “eliminating achievement gaps and significantly improving outcomes for all students, one learner at a time.”

As an Achieving the Dream Leader College we are committed to reviewing our internal policies and practices in order to remove barriers and intentionally create systems that meet the needs of all our students.



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